

9-1963

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# KENYON COLLEGE BULLETIN

1964

CATALOGUE



Course  
Announcements for  
1963-1964

Number 244

September 1963

Gambier, Ohio



Visitors to the College are welcome.

Visitors desiring interviews with the Director of Admissions, other College officers, or members of the Faculty, are advised to make appointments in advance.

Published By  
KENYON COLLEGE  
At Gambier, Ohio

Number 244

September 196

# KENYON COLLEGE BULLETIN

1964

CATALOGUE



Course  
Announcements for  
1963-1964

Number 244

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# CALENDAR 1963

SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
S M T W T F S	S M T W T F S	S M T W T F S	S M T W T F S
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# CALENDAR 1964

JANUARY	FEBRUARY	MARCH	APRIL
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# CALENDAR 1965

JANUARY	FEBRUARY	MARCH	APRIL
S M T W T F S	S M T W T F S	S M T W T F S	S M T W T F S
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# COLLEGE CALENDAR

## FOR THE ACADEMIC YEAR, 1963-64

### FIRST SEMESTER, 1963-64

September 21, Saturday .....	Dormitories Open for New Students
September 24, Tuesday .....	Registration for New Students
September 25, Wednesday .....	Registration for Returning Students
September 26, Thursday .....	Formal Opening of the 140th College Year
	Classes Begin for Fall Session
October 12, Saturday .....	Autumn Meeting of the Alumni Council
	Alumni Homecoming
October 19, Saturday .....	Autumn Meeting of the Board of Trustees
November 1, Friday .....	Founders' Day and Matriculation
November 16, Saturday .....	Deficiency Reports for All Students
November 22-23	
Friday and Saturday .....	Fall Dance
November 28, Thursday .....	Thanksgiving Day. No Classes
December 14, Saturday .....	Classes End for Fall Session

1964

January 6, Monday .....	Classes Begin for Winter Session
January 18, Saturday .....	Tentative Grades for Unit Courses
January 23-25	
Thursday - Saturday .....	Examinations for First Semester Half-unit Credit Courses

### SECOND SEMESTER, 1963-64

January 27, Monday .....	Registration for Second Semester Half-unit Credit Courses
	Classes Resume in Year Courses
January 28, Tuesday .....	Classes Begin for Half-unit Courses
January 30, Thursday .....	Final Grades for First Semester Half-unit Courses
February 29, Saturday .....	Mid-Winter Meeting of the Board of Trustees
March 17, Tuesday .....	Classes End for Winter Session;
	Deficiency Reports for All Students
March 31, Tuesday .....	Classes Begin for Spring Session
April 4, Saturday .....	Kenyon Day
May 1-2	
Friday, Saturday .....	Spring Dance
May 7-8-9	
Thursday, Friday, Saturday .....	Senior Course Examinations



## KENYON COLLEGE

May 11, Monday .....	Honors Day
May 16, Saturday .....	Reading Period for Seniors Begins
May 18, Monday .....	Classes End
May 25-26 .....	Reading Period Begins for All Students
Monday, Tuesday .....	Junior Honors Comprehensive Examinations
May 25, Monday .....	Regular Course Examinations Begin
May 29-30 .....	
Friday, Saturday .....	Senior Honors Comprehensive Examinations
June 1-2 .....	
Monday, Tuesday .....	Senior Pass Comprehensive Examinations
June 4, Thursday .....	Spring Session Ends
June 6, Saturday .....	Annual Meeting of the Board of Trustees
June 7, Sunday .....	Annual Meeting of the Alumni Council
	One Hundred Thirty-Sixth Commencement

## TENTATIVE COLLEGE CALENDAR

1964 - 65

## FIRST SEMESTER, 1964-65

September 22 and 23, 1964

Tuesday and Wednesday .....	Registration for Fall Semester
September 24, Thursday .....	Classes Begin for Fall Session
November 26, Thursday .....	Thanksgiving Day. No Classes
December 12, Saturday .....	Fall Session Ends at 12:00 noon
January 4, 1965, Monday .....	Winter Session Begins
January 23, Saturday .....	First Semester Ends

## SECOND SEMESTER, 1964-65

January 25, Monday .....	Registration for Second Semester
March 20, Saturday .....	Winter Session Ends
April 5, Monday .....	Spring Session Begins
June 6, Sunday .....	One Hundred Thirty-Seventh Commencement

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*Bishop of Ohio*

FRANZE EDWARD LUND, A.B., M.A., Ph.D., LL.D., L.H.D.

*President of Kenyon College*

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	<i>Term Expires</i>
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R. GALE EVANS, B.S., Cincinnati	1965
WILLIAM F. MAAG, JR., Litt.D., L.H.D., Youngstown	1965
RALPH E. MORTON, Ph.B., LL.B., LL.D., Greenwich, Connecticut	1965
KENYON C. BOLTON, B.S., LL.D., Cleveland	1966
WILLIAM G. CAPLES, Ph.B., J.D., LL.D., Chicago	1966
R. HENRY NORWEB, A.B., LL.D., Cleveland	1966
ERNEST C. DEMPSEY, A.B., LL.B., LL.D., Cleveland	1967
HUGH C. LAUGHLIN, A.B., LL.B., Toledo	1967
PHILIP R. MATHER, A.B., LL.D., Boston	1967
GEORGE L. BRAIN, A.B., LL.B., Tomkins Cove, New York	1968
WILLIAM E. CLESS, JR., Ph.B., New York	1968
THE RT. REV. JOHN P. CRAINE, A.B., B.D., D.D., Indianapolis	1968
CRAWFORD H. GEENEWALT, B.S.Ch.E., D.Ss., LL.D., L.H.D., D.C.S., D.Eng. Greenville, Delaware	1969
PIERRE B. MCBRIDE, Litt.B., LL.D., Louisville	1969
THE REV. WILLIAM C. MUNDS, B.D., D.D., Greenville, Delaware	1969

## ELECTED BY THE ALUMNI UNDER ARTICLE II

	<i>Term Expires</i>
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THE REV. CHARLES R. STIRES, Ph.B., B.D., Syracuse	1964
HENRY L. CURTIS, Mount Vernon	1965
ROBERT J. HOVORKA, B.S., New York	1965
RICHARD C. LORD, JR., B.S., D.Sc., Ph.D., Cambridge, Massachusetts	1966
THE VEN. DAVID R. THORNBERRY, A.B., D.D., Cincinnati	1966

## KENYON COLLEGE

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 MR. DEMPSEY  
 JUDGE FORD

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 MR. HOVORKA  
 MR. MATHER  
 MR. MCBRIDE

PRESIDENT LUND  
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 MR. EVANS

PRESIDENT LUND

MR. HOVORKA  
 THE REV. DR. MUNDS

*Appointed*

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\*On leave of absence, first semester, 1963-1964

†On sabbatical leave, 1963-1964

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\*On leave of absence, 1963-1964

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*Instructor of Drama*

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*Visiting Associate Professor of Political Science*



# STANDING COMMITTEES OF THE COLLEGIATE FACULTY

1963 - 1964

## ACADEMIC STANDING

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## ADMISSIONS

PROFESSOR YORK, *Chairman*; Dean Haywood, ex officio; Dean Edwards, ex officio; Professor Michael, Professor Nord, Professor Roelofs, Mr. Scudder, ex officio, Professor Yow

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Student Representatives: Michael A. Claggett, Kenneth R. Klug

## CURRICULUM

DEAN HAYWOOD, *Chairman*; Professor Finkbeiner, Professor McGowan, Professor Norton, Professor Sutcliffe, Professor Titus, Professor Trescott

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PROFESSOR BROWNE, *Chairman*; Professor Aldrich, Professor Baker, Mr. Heintz, Professor Myers, Professor Nordyke, Professor Schwartz



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---

JOHN CARLTON DRAKE, B.S. (Kenyon), M.D. (Western Reserve)

*Consultant in Traumatic Surgery*  

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*Resident Nurse*

ELIZABETH STALKER NIST  
*Manager, College Bookshop*

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## ASSEMBLY SPEAKERS AND SPECIAL LECTURERS, 1962-1963

- Eduardo Mondlane, Visiting Professor, Center for Overseas Operations and Research, Syracuse University; Chairman of the Mozambique United Front
- Harold M. Hyman, Associate Professor of History, University of California at Los Angeles
- Myron Campbell, Corporal, The Ohio State Highway Patrol
- Andrew Heiskell, Chairman of the Board, Time, Inc.
- Fergus Montgomery, Member of Parliament
- Irvin Ehrenpreis, Professor of English, Indiana University
- Aldous Huxley (George Gund Lecture)
- Sir Hamilton Gibb, Director of the Center for Middle Eastern Studies, Harvard University
- Edward U. Condon, Visiting Professor of Physics, Oberlin College (Larwill Lecture)
- Melville J. Herskovits, Director, Program of African Studies, Northwestern University (George Gund Lecture)
- Ralph W. Gerard, Director of Laboratories, Mental Health Research Institute, The University of Michigan (Larwill Lecture)
- The Reverend George Tavad, O.A.A., Mount Mercy College
- The Reverend Ian T. Ramsey, Fellow of Oriel College and Nolloth Professor of the Philosophy of Christian Religion in Oxford University
- The Honorable Thorsten V. Kalijarvi, former ambassador to El Salvador
- René Wellek, Sterling Professor of Comparative Literature, Yale University (George Gund Lecture)
- Robert Lowell
- His Excellency Sir Muhammad Zafrulla Khan, K.C.S.I., President of the Seventeenth Session of the United Nations General Assembly; Permanent Representative of Pakistan to the United Nations

## SPECIAL CONCERTS

- Nina Dova, folk singer
- Alfred Deller, counter-tenor (George Gund Concert)
- Josh White, folk singer
- Frank J. Bellino, viola
- The Western College Choir
- The Komitas String Quartet (George Gund Concert)
- The Oberlin Faculty Woodwind Quintet

## CONVOCATION SPEAKERS

Honors Day, February, 1963.

Fred M. Hechinger, Education Editor, *The New York Times*

Baccalaureate Service, June, 1963.

Elton D. Trueblood, Professor of Philosophy, Earlham College

Commencement, June, 1963.

James M. Osborn, Research Associate in English, Yale University

## COLLEGE PREACHERS

The Reverend Roger Hazelton, Dean, The Graduate School of Theology, Oberlin College

The Reverend Robert N. Rodenmayer, Executive Secretary, Division of Christian Ministries, The National Council of the Protestant Episcopal Church

Wolfgang M. Zucker, Chairman, Department of Philosophy, Upsala College

The Reverend Ian T. Ramsey, Fellow of Oriel College and Nolloth Professor of the Philosophy of Christian Religion in Oxford University

The Right Reverend Beverley D. Tucker, Bishop of Ohio, Retired

The Reverend Joseph F. Fletcher, Professor of Christian Social Ethics, Episcopal Theological School

## THE HONORS CONVOCATION

Held on the occasion of the Dedication of  
The Gordon Keith Chalmers Memorial Library

October 28, 1962

## SPEAKER

Robert Frost

## HONORARY DEGREES

DOCTOR OF LETTERS

Howard Foster Lowry

DOCTOR OF SACRED THEOLOGY

Lawrence Rose



## HISTORY

*The King, the Queen, the lords, the earls,  
They gave their crowns, they gave their pearls  
Until Philander had enough  
And hurried homeward with the stuff.*

Kenyon's favorite song is as true as it is benignly satirical; it does not so much laugh at the memory of our tireless and irascible founder as make him almost a familiar presence. The truth within the humor is that Philander Chase, first Bishop of the Northwest Territory, scoured England for money with which to build a college in the midst of trees and Indians. Though memories of the War of 1812 were still green, many an Englishman listened to his plea, and the Bishop hurried homeward to choose a site. He found it on a remote hill in the forest and there, according to the song, he did literally everything—

*He built the college, built the dam,  
He milked the cow, he smoked the ham,  
He taught the classes, rang the bell,  
And spanked the naughty freshmen well.*

In 1824 his college was chartered as The Theological Seminary of the Protestant Episcopal Church in the Diocese of Ohio. By 1829 he had his first permanent building—"the College," he called it; to us it is Old Kenyon. Its gray stone walls were fortress thick, and for a generation, it is said, students who went on preaching or teaching missions in the neighborhood were met with suspicion: the new college, built with English money, might indeed be a fortress in preparation to settle the score for the Battle of Lake Erie. Rattlesnakes were killed on the campus, and there were bears. An English undergraduate of the first years said that there were no out-of-bounds for students, because the boys feared that if they strayed too far into the darkness of the woods, they would never return.

The Bishop's original idea had been to train ministers, but even before he began to build he had enlarged his plan to include the preparation of teachers. Early candidates for Holy Orders read with him while they pursued the regular collegiate studies. In 1833, under the second president, Bishop McIlvaine, a systematic course of theological discipline was established; and in 1839, with further contributions from England, Bexley Hall was built to house the Divinity School. Meanwhile, two supplementary acts of the Legislature had given the President and Faculties of the College the power "of conferring degrees in the arts and sciences, and of performing all such other acts as pertain unto the Faculties of Colleges," and also of "conferring Degrees in Theology." So while it was preparing political, business, and scholarly leaders, Kenyon College was simultaneously preparing the future clergy and bishops for this and other regions of our nation. In 1891, the corporate name of the institution was changed to conform to that by which it had always been known,

Kenyon College in honor of the principal benefactor, Lord Kenyon. It consists of two parts: the College, called Kenyon, and the Divinity School of Kenyon College, named for its principal building, Bexley Hall. The College and the Divinity School have each their own deans and faculties; both are presided over by the President of Kenyon College.

The College continues to enjoy a close association with the Protestant Episcopal Church. Though the Board of Trustees is largely self-perpetuating, the Bishops of Ohio and Southern Ohio are ex-officio members and, in alternate years, its chairmen. Chapel services form part of the official life of the College to which all students are welcome, and the College Chaplain serves all members of the community of whatever religious convictions.

Kenyon has never aspired to hugeness, for it has grown up in the collegiate rather than in the university tradition. Numbers are deliberately limited to preserve the social unity of the college, to make it possible for every member to know intimately most of the students and all the faculty. Nearly all undergraduates live on the campus; the faculty live in College houses. Most classes and seminars are small. Faculty and undergraduates meet in faculty homes and fraternity parlors, on the playing fields and in the gymnasium, as well as in the classroom. Such intimacy is acknowledged by all to be a valuable part of the educational process.

Neither has Kenyon aspired to a university curriculum, with its vast number of applied vocational and professional studies. Its curriculum, needless to say, is not the same as Bishop Chase's. Its concern, however, is the same: to pursue as effectively as possible the moral and scientific studies. At Kenyon, the entire group of scholars, scientists, and students is preoccupied with the primary task of understanding. The central purpose of this humanistic tradition, they believe, is to provide the "intellectual armor of the fundamental disciplines" and to give the student some sense of where he came from, so that he can judge where he is, and where he is going, and why.

The College in the forest no longer contends with rattlesnakes, though a man may yet look from his window across wooded and rolling country. Nor is its hill any longer remote. But it still derives strength from its first purpose, and from the impressive degree to which its faculty of 60, its 600 students, 4000 alumni, and 27 trustees are devoted to that purpose, and understand not only its vast importance to the world, but how, in numerous ways, to pursue it, in the middle of the twentieth century.

#### ACCREDITATION AND AFFILIATIONS

Kenyon College is an accredited member of the North Central Association of Colleges and Secondary Schools. It is also a member of the American Association of Colleges, the American Council on Education, the Great Lakes College Association, and the Ohio Foundation of Independent Colleges.



## BUILDINGS AND GROUNDS

Gambier, the seat of the College, is a village of about five hundred inhabitants, situated on a hill in Knox County in the center of Ohio. The site, with an altitude of nearly eleven hundred feet, was chosen by Bishop Chase after careful investigation for natural beauty and healthfulness of climate. The plateau on which the College and village are situated rises about two hundred feet above the valley of the Kokosing River, which flows around it on three sides. Mount Vernon, the county seat, is five miles to the west, Cleveland one hundred miles northeast, and Columbus fifty miles south. Newark, thirty miles south, is the stop for through Pennsylvania trains from New York to St. Louis; Mansfield, thirty-three miles north, is the stop for the through Pennsylvania trains from New York to Chicago; Galion, forty-five miles north, is the stop for the New York Central trains from New York or Boston to Cincinnati or St. Louis. Commercial airports at Columbus, Akron, and Mansfield are a little over an hour away by automobile. Bus lines connect with Mount Vernon from Mansfield, Newark, and Columbus. The village of Gambier lies about halfway between routes U. S. 30 and U. S. 40. Mount Vernon is situated on U. S. 36. By road, one reaches Gambier by taking Ohio route 229 from Mount Vernon, or by turning off Ohio route 36 on to Ohio route 308 about four miles northeast of Mount Vernon.

The original domain of the College included about four thousand acres, being quarter township of the United States Military Reservation of 1795 in Central and Eastern Ohio. Of this domain the College still holds about four hundred eighty-five acres, including several tracts of woodland.

The College Park and adjoining land as well as the Kokosing Park are heavily planted with oak and other trees. The Middle Path, which provides the axis of the College buildings and the village, is lined with maples.

The College buildings comprise the dormitories, Old Kenyon (1827, rebuilt 1950), Hanna Hall (1902, remodeled 1961), Leonard Hall (1923, remodeled 1961), Norton Hall (1953), the David Lewis Memorial Building (1953), George Gund Hall (1963), and the Canon Orville E. Watson Memorial Hall (1956); the Bexley Place (1956) and McIlvaine Place (1962) dwelling units and cottages which provide housing for married students at the theological seminary; Ascension Hall (1859, rebuilt 1927), the recitation and administration building; John Crowe Ransom Hall (formerly Alumni Library, 1910), Samuel Mather Science Hall (1925), Philip R. Mather Chemistry Building (1962); the Speech Building (1941); the Gordon Keith Chalmers Memorial Library (1962); Bexley Hall (1839), the theological seminary; Colburn Hall (1904), the theological library; Rosse Hall (1831, rebuilt 1899 and 1937), the assembly room; the Church of the Holy Spirit (1869), the chapel; Peirce Hall (1928), the commons building; the Shaffer Swimming Pool (1935); Cromwell House (1913), the President's house; the Alumni House (1937); and the power plant, a gift of the alumni in 1923.



## BUILDINGS

OLD KENYON, the first permanent building of Kenyon College, was begun in 1827 and opened to students in 1829. It was a massive Gothic structure, one hundred sixty feet long and three stories high. The walls were of local sandstone and at the basement story measured four and one-half feet in thickness. The roof carried battlements and pinnacles and was surmounted by a spire one hundred ten feet high containing the old college bell.

Old Kenyon, which was completely destroyed by fire in 1949, was rebuilt in 1949-50. Its exterior is identical with that of the original building; the interior of the building, which accommodates one hundred fifty-eight students, is modern in every respect.

HANNA HALL is a dormitory opened in December, 1903, and houses about sixty students. The donor was the late Marcus A. Hanna, United States Senator from Ohio, who built Hanna Hall in honor of his wife, Charlotte Augusta Rhodes Hanna.

LEONARD HALL is a dormitory opened to students in September, 1924. The building, which houses about one hundred men, is the gift of Ohio churchmen "as a tribute of love and devotion to William Andrew Leonard, Fourth Bishop of Ohio, and in reverent memory of his wife," Sarah Louise Sullivan Leonard.

NORTON HALL and THE DAVID LEWIS MEMORIAL BUILDING are twin freshman dormitories erected in 1953. Norton Hall is the gift of the late Laurence H. Norton, the late Robert C. Norton, and Mrs. Fred R. White, of Cleveland, in memory of their father, David Z. Norton; the David Lewis Memorial Building, of the late Florence E. Lewis Rauh in memory of her husband, David Lewis.

GUND HALL, a freshman dormitory with connecting recreation center for the freshman campus, completed in September 1963, is named for the principal donor, Mr. George Gund of Cleveland, a devoted trustee and generous friend of Kenyon for many years.

THE COLLEGE CHAPEL, the Church of the Holy Spirit, was built in 1869 by the Church of the Ascension, New York, as a tribute to its former rector, Bishop Bedell. In 1940 the interior was redecorated through the generosity of Carl R. Ganter, 1899, in memory of his father, R. L. Ganter, D.D., Kenyon 1856, Bexley 1859.

The organ is the gift of Philip H. Herzing of St. Marys, Ohio. It was installed in the Church of the Holy Spirit in 1953 with the aid of gifts of the late Guy H. Buttolph, 1892, and his family; the Class of 1896; and others.

ASCENSION HALL, which contains lecture and recitation rooms and administrative offices, was built in 1859 from funds provided by members of the Church of the Ascension, New York, in honor of their former rector, Bishop Bedell. In 1927 the interior was entirely rebuilt in fireproof construction. The administrative offices are on the first floor, and private offices are provided for members of the faculty.

THE JOHN CROWE RANSOM HALL, formerly the Alumni Library built in 1910,

has been named in honor of John Crowe Ransom, Carnegie Professor of Poetry, Emeritus, and first editor of *The Kenyon Review*. It houses administrative offices of the College including those of the Vice President for Development, the Business Manager, the Alumni Office, and the Admissions Office, in addition to the offices of *The Kenyon Review*. Norton Hall, the conference room located on the first floor, was the gift of the late David Z. Norton. It is a Gothic room with stone mullioned windows and a lofty beamed ceiling.

SAMUEL MATHER SCIENCE HALL, a gift of the late Henry G. Dalton of Cleveland as a tribute to his senior partner, was occupied in September, 1926.

PHILIP R. MATHER CHEMISTRY BUILDING, dedicated in June, 1962, was named in honor of a devoted trustee and a loyal and generous supporter of the college. It contains classrooms and laboratories.

THE OBSERVATORY, situated in the tower of Ascension Hall, has a five-and-one-quarter-inch telescope and other instruments for use of students interested in astronomy and mathematics. It is maintained by the income from the Delano Astronomical Fund.

PEIRCE HALL, the College commons, is the joint gift of the late Frank H. Ginn, 1890, and the late William Nelson Cromwell. The cornerstone was laid in 1928. Peirce Hall is named in honor of William Foster Peirce, the fifteenth president of Kenyon College. Incorporated with it is the Philander Chase memorial tower, the gift of the Diocese of Ohio.

The windows of the tower are of stained glass executed by the late Charles J. Connick in the manner of the windows in Chartres Cathedral, with medallions illustrative of the life of Bishop Chase. On the main floor is a lounge which opens directly on the loggia and the terrace. A music room and a billiard room occupy the second floor. The third floor contains rooms for guests and members of the faculty. The Great Hall or dining room is one hundred feet long, forty feet wide, and forty-one feet high. Artistic stained-glass medallions, also by the late Charles J. Connick, represent characters in English and American literature. The walls are paneled in oak to the height of the second story. An addition to Peirce Hall on the east side, overlooking the beautiful Kokosing valley, was completed in September, 1963. This has increased the capacity of the dining room to allow for an increased student body. On the lower level there are private dining rooms and a coffee shop.

ROSSE HALL, the assembly room, was built in 1831 as the College chapel and was used for this purpose until the construction of the Church of the Holy Spirit in 1869. The principal hall now serves as the assembly hall and contains the motion picture projection booth.

THE SPEECH BUILDING is the gift of the late Charles Benjamin Shaffer, a member of the Class of 1883. It was dedicated in October, 1941. The building is lined almost entirely with acoustical material, and auditorium, classrooms, and laboratories have nearly ideal sound conditions. The auditorium, known as the



Hill Theater, seats one hundred ninety-five persons. The stage is as large as the auditorium itself, and is provided with modern theatrical equipment.

THE SHAFFER SWIMMING POOL, opened in January, 1936, is also the gift of the late Charles Benjamin Shaffer. The pool, which is built of concrete and covered with a gabled glass roof, is thirty feet wide and seventy-five feet long. It amply accommodates six racing lanes, in which can be held the standard one-hundred, two-hundred, and four-hundred-yard swimming events. The entrance hall contains a spectators' gallery, showers, and lockers.

THE ALUMNI HOUSE is open throughout the year to provide accommodation for visitors and guests of the College. The house contains twenty-one double rooms arranged singly and in suites. There is a parlor for meetings and parties, and a small modern kitchen. Special rules govern the assignment of rooms, the use of the house for meetings of visiting academic societies, for faculty parties, and for the entertainment of groups of guests by any resident members of the College.

THE CHARLES C. WRIGHT HOUSE, named in honor of the late Charles C. Wright, 1896, long-time trustee of the College, is the College infirmary. The building, completed in 1947, provides adequate facilities for men requiring emergency care or rest and supervision. It has a kitchen, pharmacy, dispensary, an apartment for the resident nurse, and rooms for student assistants. More than twenty students can be accommodated in the ward and in private and semi-private rooms.

THE WERTHEIMER FIELD HOUSE was dedicated in October, 1948, in honor of the late Leo W. Wertheimer of the Class of 1899. Mr. Wertheimer's bequest to the Alumni Council for the improvement of the College was assigned by the Council to initiate the project. In 1962 additional locker rooms and offices were added, making it a first class building available for many uses.

The Field House contains the varsity basketball court which can be used as two intramural courts, a one-eighth-mile clay track, a wrestling platform, and an area equipped to handle tennis, baseball, football, volleyball, badminton, soccer, and lacrosse activities.

A RIFLE RANGE was constructed in 1953 on the east side of one of the hangars for use by Air Force R.O.T.C. students and others. It is a regulation range with four target lanes satisfactory for meets sponsored by the National Rifle Association.

PORT KENYON is an airport with an area of one hundred and twenty-five acres and a runway 2400 feet long. The hangar houses aircraft belonging to the Kenyon Flying Club and the Kenyon Civil Air Patrol Squadron.

## THE LIBRARIES

The Gordon Keith Chalmers Memorial Library, completed in the summer of 1962 at a cost of \$1,200,000, is named for Kenyon's late distinguished President and prominent educator. This building provides three times the space previously available for library use. It has a capacity for 201,000 volumes and



seats for 250 persons. Special features include an air-conditioned rare book room and vault, a sound equipment room for group and private listening, a microfilm room and an archival room, a reading lounge, three seminar rooms equipped for film projection and wired for educational television, and a fine arts room.

In addition to the Chalmers Memorial Library there are special libraries in Philip Mather Hall for the Biology, Chemistry, and Physics Departments and one for the mathematics department in Ascension Hall.

The combined libraries on April 30, 1963, had a collection of 134,923 books and documents and receive currently 540 periodicals and newspapers. A United States Government Depository, the college receives many publications from the United States Government Printing Office. The documents collection is valuable to students working in the fields of economics, political science and history.

The extensive collection of Philander Chase journals and letters includes many manuscript records of the founding of the College. Many other documents and newspapers of early Gambier and Kenyon are indexed in the library.

The income of the following endowment funds is devoted to the purchase of books:

The James P. Stephens Fund, given in 1859 by James P. Stephens.

The Hoffman Fund, established in 1867 by Frank E. Richmond.

The Vaughn Fund, established in 1872 by a bequest of the Rev. J. A. Vaughn, the income from which is used for binding books.

The Klock Fund, established in 1913 by Mrs. Klock in memory of her husband, George F. Klock, 1878.

The Milmine Fund, established in 1924 in memory of Charles E. Milmine, 1885, by his sister, Mrs. Rose Milmine Parsons.

The Roberta and Gordon Chalmers Fund, established in 1950 by a gift of two residents of Knox County and supplemented by gifts of Mr. George E. Frazer, the income from which is used for the purchase of library books suitable for use by the faculty and students.

The Ringwalt Fund, given in 1955 by Earl D. Babst, 1893, for the purchase of books in memory of Ralph Curtis Ringwalt, 1894.

The Manning Fund, established in 1957 by a bequest of Richard C. Manning for the purchase of books in foreign languages.

The Clifton H. Brewer Fund, given by Mrs. Brewer, for the purchase of books in the fields of religious education and liturgics.

The principal of the following funds is used for designated purchases:

The George E. Frazer Fund, given by George E. Frazer, a trustee of the College, for the purchase of mathematics books and periodicals.

The Mark Curtis Kinney Fund, given by Mark Curtis Kinney, 1910, for biography books.

The Stansfield Fund, given by Edward H. Stansfield and Edward H. Stansfield, Jr., for the purchase of books in history and political science.

The James M. Osborn Fund, given by James M. Osborn, Hon. '63, for the purchase of biography in the humanities.

### ATHLETIC FIELDS

Benson Field, situated at the foot of the College Hill, has an area of about ten acres. It contains a playing field which is circled by a cinder running track.

Immediately north of Benson Field are four Har-Tru fast-drying tennis courts. The courts are permanently lined and can be played upon as soon as the frost is out of the ground.

South of the Field House and east of Benson Field is a combination soccer-baseball field. The field is also used for physical education class activities. Additional fields are available on the airport grounds for intramural athletics.

McBride Field, a new football and lacrosse field recently constructed north of the field house, honors a loyal and generous trustee of the college.

## ADMISSION TO THE COLLEGE

Kenyon is a college for men with an enrollment of about six hundred and fifty. Because the enrollment is limited, application for admission should be made early. The Director of Admissions will then be able to assist the applicant, if he wishes help, to anticipate requirements for entrance and for specific courses he may wish to study in the College.

The Office of Admissions will supply application forms upon request. A preliminary form appears on the last page of this catalogue. The personal application form should be made out by the applicant himself and should be accompanied by two small, unmounted photographs. The College will also supply a transcript form which the applicant should ask his secondary school to fill out as fully as possible. That form should be sent by the secondary school directly to the Director of Admissions.

In addition to the record of his secondary-school studies (the transcript), the applicant must report the score he has made in a recent scholastic aptitude test. Kenyon is a member of the College Entrance Examination Board; applicants who live near one of the centers where the "College Boards" are given must take the Board's Scholastic Aptitude Test (the Aptitude Test is regularly scheduled to be given in the morning; see *Information Concerning College Entrance Examination Board Tests*, page 35). Some applicants will also take the College Board Achievement Tests (scheduled to be given in the afternoon). Of the Achievement Tests, the one in English Composition is especially recommended.

Applicants are urged to have personal interviews with the officers of admission. The administrative offices in Ascension Hall are open Monday through Friday from 8:30 a.m. to 4:30 p.m. and until 12:00 m. on Saturday. At other times, including holidays, members of the faculty and staff are available for interviews only if a special appointment is made in advance.

During the summer months, visitors will be welcome at the administrative offices from 9:00 a.m. to 4:00 p.m., Monday through Friday.

Prospective students and their families are cordially invited to visit the College and to use the Commons and the Coffee Shop. Overnight accommodations are available at the Alumni House (guest house) at a moderate rate.

### *Requirements for Admission*

Correspondence about admissions should be addressed to the Director of Admissions; actual acceptance in the College, however, is made by the Faculty Committee on Admissions. Provisional acceptance of satisfactory applicants will be granted after the completion of three and one-half years in the secondary school; under the "early decision" program, after the completion of three years. Acceptance is made final only by satisfactory completion of the secondary-school curriculum.



The Committee will consider an application only if it presents:

1. Evidence that the applicant will complete fifteen units of secondary-school work in subjects preparatory for Kenyon College. Acceptable units: 14 units from the fields of languages, mathematics, natural sciences, history, and social studies; 1 unit from some other field of study. The fifteen units will include at least three in English, two in mathematics, and two in foreign languages; but a program of fifteen units showing a different distribution of subjects will be considered if the applicant's record is markedly superior. The Committee will give preference to applicants who rank high in their secondary-school classes, and will pay particular attention to the scholastic record of the final preparatory year.
2. A certificate of good character from the secondary school; recommendations from school officials and teachers, from clergymen, and, if possible, alumni of Kenyon College.
3. Evidence of capacity to do college work, as that is indicated by such criteria as class standing, and the College Board Scholastic Aptitude Test (December or January tests preferred).
4. A certificate of health. When the applicant is notified of his acceptance, he will be sent a medical examination form which should be filled out by the family physician and returned to the Director of Admissions.

Applicants should bear in mind that the College does not choose its members for scholastic attainment only, but also for the important qualities of character and promise.

#### *Early Decision*

Early Decision (notification in the fall of the senior year) is encouraged and may be granted under the following conditions: 1) rank in the top fifth of the class at the end of the junior year; 2) College Board Preliminary Scholastic Aptitude Test scores above 55 or junior year Scholastic Aptitude Test scores above 550 in both the verbal and mathematical aptitudes; 3) Kenyon, first choice.

In order to be assured a place in the entering class, the candidate for early admission is required to make a non-refundable deposit of \$200 to cover the \$100 acceptance fee and the \$100 room reservation fee (required of all entering students) within four weeks of his notification of acceptance.

#### *Transfer from Other Colleges*

Only those students are eligible for admission by transfer whose records satisfy the entrance requirements of Kenyon College, and whose college courses and grades satisfy substantially the requirements imposed by the curriculum of Kenyon College.

An applicant must present a transcript of his complete secondary-school work as well as an official transcript of his college record to date. Only liberal arts subjects in which the applicant has received a grade of C or better will be accepted for transfer credit.

The college transcript must indicate that the applicant was in good standing at the time of withdrawal.

*Information Concerning College Entrance Examination Board Tests*

During the academic year 1963-64, the College Entrance Examination Board will administer admission tests on the following dates:

Saturday, December 7, 1963

Saturday, May 2, 1964

Saturday, January 11, 1964

Wednesday, July 8, 1964

Saturday, March 7, 1964

The schedule of tests will be as follows:

8:30 a.m.—Scholastic Aptitude Test (Verbal and Mathematical Sections)

1:30 p.m.—Achievement Tests, Writing Sample

Candidates may take not more than three Achievement Tests on any one date, and not more than two Achievement Tests if they are taking the Writing Sample that day. Achievement Tests may be selected from the following:

English Composition

French

Spanish

American History and Social Studies

German

Biology

Advanced Mathematics

†Hebrew

‡Physics

Intermediate Mathematics

Latin

Chemistry

\*European History and World Cultures

†Russian

Bulletins of information with application blanks and separate booklets describing the tests and giving sample questions and answers may be obtained without charge from the secondary school or by writing to the College Entrance Examination Board. Each application must be submitted for the College Board tests several weeks in advance of the examination dates and must be accompanied by the examination fee, or fees.

Candidates east of the Rocky Mountains should address their inquiries and send their applications to the College Entrance Examination Board, Box 592, Princeton, New Jersey. Candidates in the Rocky Mountain and Pacific areas should write to the College Entrance Examination Board, Box 27896, Los Angeles 27, California.

\*Offered only in January and May

†Offered only at one administration (to be specified)

‡A test suitable both for traditional and PSSC curricula will be offered at each administration.



## ADVANCED PLACEMENT

Kenyon College initiated the School and College Study of Admission with Advanced Standing, which has now become the Advanced Placement Program of the College Entrance Examination Board.

Students admitted to Kenyon College who have taken college-level courses or their equivalent, in preparatory or high schools, and have achieved a grade of 4 or 5 on the CEEB Advanced Placement examination customarily receive one unit (one year) course credit. Applications for credit from candidates with grades of 3 or less will be reviewed by the Department concerned. Grades of 3 are frequently given credit, and a grade of 2 on the CEEB Advanced Placement examination is sometimes honored, but a grade of 1 is not. The Kenyon College faculty has complete confidence in the capability of students who have taken college-level work in their high or prep schools under qualified teachers, and when this work is completed in a satisfactory fashion appropriate credit is awarded.

Advanced Placement examinations for students who have taken college-level courses and who wish to be considered for advanced placement or credit are offered during the week of May 18-22, 1964, through the candidate's secondary school. Schools wishing to test candidates will appoint an Advanced Placement Examinations Co-ordinator who will order the tests, collect the fees, and administer the tests at the school. Students who are not tested through their schools should file individual applications to take the tests at the testing centers operated by ETS. Copies of the *Bulletin for Students, Advanced Placement Examinations* are available at schools or at the College Board Advanced Placement Examinations, c/o Educational Testing Service, Box 592, Princeton, New Jersey.

Three-hour examinations involving the use of objective and free-response types of questions will be offered in the following subjects:

American History  
Biology  
Chemistry  
English

European History  
French  
German  
Latin

Mathematics  
Physics  
Spanish

Examination grades accompanied by the candidate's essays, reports from the school on the courses completed, and grade interpretation materials are to be sent prior to mid-July to the college the candidate will attend.

The primary advantage of the Advanced Placement program is that a student can enter a departmental major program earlier in his college career, and may satisfy all of the A.B. requirements by the end of his third year, including a departmental Honors program. Enrichment and intensive work in the major field are urged upon all students entering with advanced placement. Therefore, a student entering with one or two units of Advanced Placement should be encouraged to declare his major at the earliest possible time so that he will be able to do an enriched program of Honors work or complete his graduation requirements within a three-year period.



## THE COURSE OF STUDY

Kenyon College believes that the small college affords a special kind of liberal education. Traditionally the small college has had the threefold purpose of developing as fully as possible the intellectual powers, the taste, and the moral judgment of its students. Kenyon seeks in the first instance to further the development of the individual student by creating an atmosphere in which the emphasis is on learning rather than on being taught. By means of a concentrated curriculum it keeps attention on the fundamental principles of the most important studies. By setting standards high it challenges even the best. The college brings together aspiring able students and experienced teacher-scholars in the shared pursuit of wisdom.

In the small college free scholars, whether students or teachers, engage in a continuing process of learning and debate. Limited numbers not only permit, they demand, a constant exchange of ideas. At Kenyon, students and teachers of one subject are in continual association with students and teachers of another. Debate goes on within the classroom and without. There is no opportunity for a student to withdraw entirely into his specialty, no occasion when he can close his eyes to the activities of others. Joint exploration of shared problems, recognition of interdependence and common purpose, the lively exchange of ideas—these are essential to truly liberal education.

The course of study at Kenyon exemplifies the College's notion of liberal education. The program of diversified study introduces the student to the major intellectual and aesthetic experiences represented in the College, thus ensuring that early in his undergraduate years he investigate the important modes of apprehension. At the same time this program provides for all students a common body of knowledge and experience, a first source of debate and exchange of ideas. Diversified study persuades the student too of his share in an enterprise which binds together all studious men, within the College and throughout the world. The inquiry begun here leads him on to further investigation of some of these broad areas of human concern through formal, guided study or through private study that continues throughout his lifetime.

The College's formal program of general study, however, is carefully defined and limited so that the greater part of the student's time and energy may be devoted to his major study. This major study provides the chief substance of liberal education, for knowledge, wisdom, taste, and judgment are developed, not through limited acquaintance with a great variety of matters, but through disciplined investigation of a few. Major study at Kenyon is defined as a coherent program of courses in allied subjects rather than in one subject alone, a program which leads the student to think of his special subject in terms of related matters and to integrate his knowledge. On such understanding of vital relationships depends the student's power to use his knowledge effectively. A man who can proceed from analysis to synthesis is better able to understand himself, his fellows, and the world of things and ideas that surrounds him.

The final emphasis in Kenyon's liberal education is, then, humane. The student's goals, his social and political choices, even his use of technical and material resources, all depend ultimately on values which are determined by his individual taste and moral judgment. The strength and soundness of this taste and this moral judgment are in turn contingent upon the extent of his acquaintance with human nature and human experience. The development of this acquaintance depends in large measure upon a continuing process of relating his special interest to the concerns of others, on awareness of others' points of view, and on the sense of a common purpose.

### EXAMINATIONS

Examinations covering the work of half-unit credit courses are required of all students at the end of each semester course. Examinations covering the work of unit credit courses are required of all students at the end of the second semester. All examinations must be taken at the scheduled time, except by permission of the Registrar. A fee of ten dollars is charged for any special examination.

### GRADING SYSTEM

Grades are recorded by letter: A, excellent; B, good; C, fair; D, passing but not satisfactory; F, failure. This is based on a point system of: A=4; B+=3.5; B=3; C+=2.5; C=2; D+=1.5; D=1; F=0, with an average grade of C (2.00) required for graduation. W=Withdrew with sufficient reason on the recommendation of the Dean of the College; WP=Withdrew passing; WF=Withdrew failing.

### ACADEMIC PROBATION

The College requires a minimum of seventeen unit credits and a maximum of twenty unit credits of academic work with an average grade of C (2.00) for graduation. Whenever a student's cumulative average falls below 2.00 he is automatically placed on academic probation for the subsequent semester. If a student's average falls below an average of D (1.00) he is subject to dismissal from the College for poor scholarship.

Students on academic probation are expected to secure an average of C (2.00) in their first probationary period.

The rules of academic probation affect only those students who fail to meet the minimum standards outlined above. When these rules lead to the dismissal of a student, they are administered by the Committee on Academic Standing. It is composed of six faculty members, two representatives of each division; the Dean of the College is chairman of this Committee, and all communications regarding a student's dismissal should be addressed to him.



## COURSE CREDITS

Course credits are measured in units, including three-fourths unit credits, one-half unit credits, and one-fourth unit credits. A unit credit is the equivalent of a standard eight-credit-hour course, or a four-credit-hour course each semester, and represents the equivalent of ninety-six class hours for the full course. Three-fourths unit credits, one-half unit credits, and one-fourth unit credits are proportions of the same. Laboratory hours are counted at a ratio of two to one.

No credit is given for courses in physical education, although the equivalent of two semester credit hours is the requirement for graduation.

All credit courses lead to the degree of Bachelor of Arts, or to the degree of Bachelor of Arts with Honors.

## THE DEGREE WITH HONORS

Students with superior scholarship may apply to read for the degree with Honors in any department of instruction which regularly offers work with a major.

A student is eligible to apply to read for Honors if he will have completed eight unit credits of work by the end of the semester in which he applies.

Application should be made to the Registrar at the time of spring pre-registration in the sophomore year, when the student declares his major. In exceptional cases a student may be admitted to the Honors Program as late as the end of the junior year. All applications must be approved by both the candidate's major department and the appropriate Division of the Faculty.

The work of the Honors Program will take one of the following forms: either

a) Honors seminars or independent study as part of the curriculum in both the junior and senior years;

b) A schedule of conventional courses during the junior year with the senior year devoted entirely or almost entirely to honors seminars, tutorials and independent study.

A written comprehensive examination at the end of the junior year is given by the department and a written and oral comprehensive examination set and graded by an outside examiner at the end of the senior year.

The Honors Program will in all cases count for a minimum of two units of credit and a student may earn up to six units of credit towards the degree.

Students will be admitted to the program by the Division of the Faculty on recommendation of the department concerned, and a student may be denied the opportunity to continue in the program by the department at any time.

Candidates for Honors will be exempt from that rule of the Faculty which allows a maximum toward graduation of five unit credits in the major beyond the basic course. Honors candidates will also be exempt from the requirement of class attendance. They will, however, be subject to the other general college rules pertaining to the requirements for the degree, although exceptions to the



diversification requirements may be granted upon recommendation of the department and the consent of the Faculty.

The student's program will include courses of study recommended by his departmental adviser and such special assignments to be completed independently as the department prescribes. Honors candidates are encouraged to participate in advanced or honors courses in allied fields. The supervision of the student's program will be the responsibility of the major department.

The Honors Program during the senior year will consist, as far as possible, of independent study, tutorials or honors seminars. In order to encourage the maximum capabilities of the student, Honors candidates during their senior year may register in supplementary conventional courses outside the major program. In such supplementary courses the grades will be restricted to "Satisfactory" or "Unsatisfactory" and will not be counted in the cumulative academic average. This does not preclude a student registering in any conventional course outside the Honors Program in the customary manner.

It is the basic objective of the Honors Program to enrich and intensify the work in the major field. The best results can be obtained by careful planning and concentration of studies in the first two years in order to meet the general requirements for graduation. A student entering with one or two units of advanced placement should be encouraged to declare his major at the earliest possible time, so that he will be ready to do an enriched program of Honors work especially during his senior year.

The candidate for Honors will write a substantial thesis or perform independent research or undertake an equivalent program demonstrating his capacity to do advanced independent work.

There are three classes of Honors: Highest Honors, High Honors and Honors. The class of Honors which the student receives will be determined jointly by the outside examiner and the members of the student's department. A student who fails to achieve the degree with Honors may, at the discretion of the department, be awarded a Pass degree.

A standing committee consisting of the Dean of the College, the Registrar, and representatives from each of the Divisions of the Faculty will review the policy and operation of the Honors Program at least every two years.

## REQUIREMENTS FOR GRADUATION

I. *Requirements for the degree*

1. Satisfactory performance on a comprehensive examination in the major subject.
2. Satisfactory completion of course requirements.
3. Not fewer than seventeen unit credits of academic work with an average grade of C and no more than twenty unit credits, plus two semesters of physical education, are required for graduation. A maximum of two units earned in the Air Force R.O.T.C. may be numbered among the minimum seventeen unit credits.
4. Evidence of proficiency in at least one foreign language. After September, 1964, such evidence will ordinarily be required of students entering the College. Students not presenting such evidence will be required to enroll in language courses for no credit until proficiency is attained.

II. *Comprehensive Examination*

The student must pass a comprehensive examination in his major subject, and he may not become a candidate for the degree until he has passed it, whatever the quality of his work in course may be. Ordinarily the comprehensive examination is taken in the second semester of the senior year.

III. *Course Requirements*1. *Diversification and Common Knowledge*

Five basic courses in major intellectual and aesthetic modes: literature; philosophic and religious thought; the arts; history; science. Exemption from a required Basic Course may be granted upon recommendation of the adviser, the Director of the course, and the Dean of the College to the student who offers evidence of equivalent experience and understanding. Prospective science majors do not take a Basic Course in science. Whenever possible the Basic Courses should be taken before the end of the sophomore year.

2. *The Major Program*

Ten units in a program of courses approved by the major department which adequately covers the major and related subjects. Ordinarily a student will take courses in three departments, though permission of the major department would allow him to include courses from more or fewer than three. No more than seven of these units, including the Basic Course, may be taken in the same subject.

3. *Electives*

A minimum of two and a maximum of five units to be used as free electives, except that additional courses in the major department may not count in the minimum seventeen units.

## STUDENT COURSE LOAD

The normal student course load is two unit credits per semester. A maximum of two and one-half unit credits per semester may be carried without petition. (Two and three-fourths unit credits may be carried without petition provided that these are taken in not more than five courses.) An extra charge is made for each one-fourth unit credit above two and three-fourths unit credits, unless the additional credits are in Air Science. The minimum load for a full-time student is one and one-half unit credits in three courses. The minimum load without petition is permitted only to students in the second semester of the senior year. Any student who is attempting to accelerate his program so that he may graduate in less than eight semesters will be charged proportionately for the extra work.

A freshman must register for a minimum of two unit credits in the first semester. A maximum load of two and one-half unit credits, not including Air Science, may be carried with the permission of the Registrar, provided that the student is not on probation and provided that these are taken in not more than five courses, plus Air Science.

Any student on probation must petition the Faculty for permission to register in more than two and one-half unit credits.

## THE RIGHT OF PETITION

Each student has the right to petition the Faculty on academic matters. Petitions should be addressed to the Faculty Committee on Petitions, and should be sent to the Office of the Dean of the College. The petition must make clear and detailed statement why the student thinks himself entitled to special consideration, and must be accompanied by written statements of fact and opinion from the student's adviser and from other members of the Faculty who may be affected by the petition. Every petition will be dealt with on its own merits.

## ADVISERS

On the basis of a student's special interest, freshmen and sophomores are assigned faculty advisers to assist them in their choice of courses and other matters. Upperclassmen are advised by the chairman of the department in which they are majoring. Students are encouraged to consult with their advisers regularly. The Deans of the College are available for consultation on academic matters.

## SUMMER SCHOOL STUDY

A student who elects courses at a summer school should submit to the Registrar for approval the proposed program of study, having first secured approval in writing from his faculty adviser. Failure to do so may result in refusal by the College to accept summer work for credit toward a degree at Kenyon.



## GRADUATE STUDY

Kenyon College attempts to provide a firm liberal education as the best foundation from which each student can continue to learn throughout his lifetime. Rapidly changing demands for specialized knowledge in the contemporary world emphasize that the educated person must understand the basic principles and methods of the major areas of thought and human activity. Kenyon students are encouraged to devote their undergraduate years to this objective and to continue their studies in graduate school. Over fifty per cent of each graduating class at Kenyon continue study on the graduate level, and each year several graduates are the recipients of awards offered under the Fulbright Act and by the Woodrow Wilson National Fellowship Foundation, National Science Foundation, and similar organizations.

Although many graduate schools require that applicants be familiar with specific bodies of knowledge, such institutions increasingly prefer their candidates to have acquired broad learning, and they discourage overspecialization. Thus, students who contemplate entering professional schools of law, business, or medicine are not required to major in political science, economics, or biology.

Students who expect to enter graduate schools of the arts and sciences should realize that a reading knowledge of two foreign languages is a basic requirement for a higher degree.

Students who plan a career in engineering may elect the five year program in which Kenyon is affiliated with the Case Institute of Technology, Massachusetts Institute of Technology, and Rensselaer Polytechnic Institute. Successful candidates of this program are awarded the Bachelor of Arts degree from Kenyon and the Bachelor of Science degree from one of the above institutions.

In medicine as in other professions a humanistic and philosophical background is recognized as a primary requisite for leadership. More and more medical schools require a balanced liberal education and base their acceptance of applicants largely on the medical school admissions test and the recommendation of the student's advisers. Therefore, students who contemplate a career in medicine may major in any department of the College, taking care that they include in their preparation the basic science requirements of the medical schools. It is advisable that these basic science courses be taken early in one's undergraduate career, preferably during the freshman year.

Kenyon has standing committees of the faculty who assist students in applying to medical and law schools with advice and with letters of recommendation. No student will be recommended, however, whose abilities and achievements do not indicate that he can and will do work in graduate school which will bring credit to him as well as to the College. Since the Dean of the College is chairman of both these committees, students who plan to attend graduate schools should make this fact known to the Dean of the College not later than April of the junior year.

## COLLEGIATE FEES AND CHARGES

**TUITION** — For the academic year 1963-64 tuition will be \$700 each semester. This includes laboratory fees but not laboratory breakage or damage.

**EXTRA COURSE CHARGE** — For students carrying courses in excess of the normal load, the charge per extra course is \$130 for each semester, not including laboratory of \$15.00.

**TUITION FOR SPECIAL STUDENTS** — For students carrying less than three courses the charge is \$165 per course for each semester. For those courses requiring laboratory work, an additional fee of \$15.00 per course is charged. The maximum load for such a student is two courses per semester. The tuition charge for students carrying three courses or more is the regular semester charge.

**GENERAL FEE** — \$50 per semester, applicable to all students. This fee covers all charges for health service, student activities, athletics, and social events except those sponsored by the Air Force Reserve Officers' Training Corps.

**REGISTRATION FOR ENTERING STUDENTS** — A fee of \$10 is charged for initial application.

**TRANSCRIPT FEE** — There is no charge for initial transcript of grades; however, each subsequent transcript furnished the student will cost \$1.00.

**GRADUATION** — \$12 to be paid at the beginning of the semester preceding graduation. This fee includes cost of diploma and rental of the bachelor's cap, gown, and hood.

**LATE REGISTRATION AND OVERCUTTING** — There is a \$10 penalty for the first absence in each course, and a \$5 penalty for each consecutive absence in each course thereafter. There are penalties varying from \$5 to \$15 per class cut for overcutting.

**SPECIAL EXAMINATION FEE** — \$10 for each examination.

**BOOK DEPOSIT** — An advance deposit of \$100 ordinarily is made for the purchase of books and supplies, unless the student indicates he desires to purchase for cash. Any unused balance of deposit will be refunded upon graduation or withdrawal of the student.

**R.O.T.C. UNIFORM DEPOSIT** — Members of the Air Force R.O.T.C. Unit are required to make a Uniform Deposit of \$25 at the start of the course. Against this deposit are charged cost of lost or destroyed items of equipment and any other charges assessed by the Unit. Any balance remaining at the end of the course is refunded to the student.

## LIVING EXPENSES

DORMITORY RENTALS — Rentals in the College dormitories per semester have been established as follows:

Old Kenyon, Lewis, Norton, Gund, Leonard and Hanna:

Triple .....	\$150.00
Double .....	160.00
Single .....	180.00

Rentals in Bexley dormitories (when used) per semester have been established as follows:

Canon Watson:

Double .....	\$160.00
Single .....	180.00

All resident students live in college dormitories. DORMITORIES ARE CLOSED DURING THE VACATIONS.

COMMONS CHARGE — \$255 a semester. This fee covers food, service, and use of the common rooms of Peirce Hall. All resident students eat in the Great Hall of the College Commons. NON-RESIDENT students are charged \$10 a semester for use of the common rooms.

## PAYMENTS

The following payments are required on or before the day of registration for each semester.

ENTERING STUDENTS — A candidate for admission is charged a fee of \$10 for initial application. Upon notification that he has been admitted to Kenyon College, the candidate must return with his acceptance a non-refundable advance payment of \$100 which will be credited in full on his bill for the first semester. A non-refundable room reservation fee of \$100 must be received by Kenyon College not later than May 15. This fee also will be credited on the bill for the first semester.

RETURNING STUDENTS — At the time of preregistration in April of each year, a deposit of \$50 may be required to complete registration. The payment will appear as credit on the fall semester statement. Good and sufficient reasons for refund may be considered, but NOT LATER THAN AUGUST 1. Returning students not registering in April will be required to pay this deposit on or about August 1, and a bill will be sent.

ALL STUDENTS — A payment of \$550.00 is required from all students on or before the day of registration for the first semester, and a like amount will be payable on or before registration for the second semester. This is in addition to the required payments as set forth in the immediately preceding two paragraphs.



A statement of account will be sent to each student as soon as possible after the beginning of each semester, showing credit for all payments made. The balance shown on the statement will be due on or before December 1 for the first semester, and on or before April 1 for the second semester. In accordance with rules established by the Board of Trustees, an additional fee of 4% of the amount remaining unpaid at the close of business on the day on which it is due will be added to the balance of any account not paid when due. In addition, any student whose bill is 30 days past due may be suspended from all college privileges until payment has been made.

A full schedule of payments due is as follows:

For Freshmen:

On application (non-refundable) .....	\$ 10.00
On acceptance .....	100.00
Not later than May 15 — room reservation .....	100.00

Returning students:

Pre-registration — Not later than August 1 .....	50.00
On or before registration for first semester .....	550.00
December 1 .....	Balance of account
On or before registration for second semester .....	550.00
April 1 .....	Balance of account

Students are urged to familiarize themselves with the above schedule and make payments promptly.

**PARTIAL PAYMENT** — Some parents may prefer to pay tuition and other fees in equal monthly installments during the academic year. The College is happy to offer this convenience through the facilities of The Tuition Plan at an additional cost of 4 per cent. Upon request, the proper forms will be sent for signature. Arrangements should be completed before the day of registration.

Loans in limited amounts are available from Kenyon College loan funds (see pages 55-56.)

**GENERAL STATEMENTS** — All students admitted to Kenyon College and permitted to register with postponement of payment of any of the designated fees and charges because of guarantee of payment thereof by any person or agency, governmental or otherwise, are so admitted and permitted to register under the express stipulation that if, for any reason, such person should not pay any portion of the student's account, the student and/or his parent or guardian are liable for this payment of all such proper fees and charges. The total fees and charges for a resident student for two semesters, exclusive of non-recurring and voluntary charges and deposits for purchases, are as follows:

	1963-1964
Tuition .....	\$1,400.00
General Fee .....	100.00
Commons .....	510.00
Dormitory Room (approximate average) .....	330.00
	<hr/> \$2,340.00

ALL FEES AND CHARGES ARE SUBJECT TO CHANGE AT ANY TIME BY THE BOARD OF TRUSTEES.

A student who wishes to transfer his credits to another institution or to withdraw from the College must pay in full all his indebtedness to Kenyon College, including all amounts borrowed, before a transcript of his record will be issued or his release granted. Grades are not released until all payments are made.

### REFUND POLICY

The Board of Trustees of Kenyon College in 1947 adopted the following policy with regard to refund of tuition and other charges. During the first five weeks of actual attendance in Kenyon College, from the date of enrollment, charges are made in accordance with the following schedule. This schedule applies only to the tuition charge. The general fee, board, room, other fees and book charges are not prorated.

Period of actual attendance in Kenyon College from date of enrollment.	Per cent of tuition charged
One week or less	20%
Between one and two weeks	20%
Between two and three weeks	40%
Between three and four weeks	60%
Between four and five weeks	80%
Over five weeks	100%

In the case of a student being drafted into the Armed Services, those fees and charges for tuition, board and room for a semester will be prorated and a refund made for the unused portion.

# SCHOLARSHIPS AND STUDENT AID

## SCHOLARSHIPS

Kenyon College has a substantial program of scholarships for assisting men to attend the College. Scholarships are offered to qualified seniors of secondary schools, to graduates of junior colleges, and to students already in residence.

The resources of the College for scholarships are gifts and bequests in the form of scholarship endowments, annual contributions by alumni and friends of Kenyon, special grants made by the Board of Trustees, and grants made by various corporations, trusts, and foundations.

## APPLICATION FOR FINANCIAL AID

Formal application for any type of financial aid should be made by March 1, 1964. The application of an entering student must be accompanied or preceded by application for admission to Kenyon College. As a member of the College Scholarship Service, Kenyon requires that applications of both entering and resident students must include the Parents' Confidential Financial Statement to be used by the Committee in determining the amount of an award. Entering students may secure these forms from the secondary school. Other forms needed in making proper application will be supplied upon request to entering students by the Director of Admissions and to resident students by the Director of Scholarships and Student Aid.

## QUALIFICATIONS OF CANDIDATES FOR SCHOLARSHIPS

In order to qualify as a candidate for a scholarship an applicant should present a superior academic record and give firm promise of becoming a good student in college and a valuable member of the college community. Financial need is not itself a condition for winning a scholarship, but it will determine the size of the stipend which a successful candidate receives. Successful candidates who do not need financial help may be named Honorary Scholars without stipend. In further acknowledgment of their merit they may be given a Book Award. The Book Award amounts to a credit of one hundred dollars at the College Bookshop applicable to the purchase of books not assigned for class use, pictures, and musical recordings. The Awards may be repeated.

In addition to possessing the general qualifications named above, a candidate for a scholarship should make a creditable showing on the Scholastic Aptitude Test and on three Achievement Tests (including English Composition) of the College Entrance Examination Board.

## GRANTS-IN-AID

Grants-in-aid are made on the basis of need to students in good academic and social standing who are contributing to the extracurricular program of the College. Grants-in-aid are supervised by the Dean of the College.



## CONDITIONS GOVERNING THE AWARDING AND RENEWAL OF SCHOLARSHIPS, BURSARIES, AND GRANTS-IN-AID

Scholarships are awarded upon the recommendation of the Faculty Committee on Scholarships and are made on a one-year basis. However, it is the practice to continue the award if a student's scholarship performance is satisfactory, his conduct is constructive, and his financial need continues. The Committee makes an annual review of all awards to determine whether these conditions are being met.

In addition to an entering student's performance on the Scholastic Aptitude Test and the Achievement Tests of the College Entrance Examination Board, weight is given to the full scholastic and extracurricular records of the candidate, and also to the statements by teachers, school officials, and others who sponsor the application.

In setting the stipend of a scholarship, both when it is first awarded and in each annual review, the Committee gives first consideration to the candidate's need as it is expressed in his financial statement. For this reason stipends may vary from year to year, and work opportunities may also be offered the student.

Successful candidates are required to notify the Director of Scholarships and Student Aid of any grants, scholarships, or other awards which have been received from a source outside Kenyon College.

Special conditions applying to the renewal of scholarships are that the holder is required

1. To maintain a grade average satisfactory to the Faculty. At present the grade is 3.00.
2. To show a record of constructive conduct.
3. To submit an annual application for the renewal of a scholarship accompanied by a current financial statement showing continuing need.

If at the end of a semester a scholar is doing unsatisfactory work, the Committee may reduce his stipend for the following semester. If he fails to make satisfactory grades for two consecutive semesters, his scholarship is withdrawn.

Possession of an automobile by the recipient of financial aid will be taken as evidence that his need has been overestimated and his stipend will be reduced or withdrawn immediately.

## TYPES OF SCHOLARSHIPS

All scholarships, including endowed and named scholarships, are granted in accordance with the general conditions governing scholarships and with the specific provisions made by donors as described in the following paragraphs.

**1. Scholarships in excess of tuition and supported by Kenyon endowments and special grants by the Board of Trustees:**

*The Philander Chase Scholarships* provide a maximum stipend of \$1,800 a year. They are awarded for superior scholastic aptitude and achievement and for outstanding leadership. These scholarships are supported by certain unrestricted Kenyon scholarship endowments and special grants by the Board of Trustees.

*The Gordon Keith Chalmers Scholarships* provide a maximum stipend of \$1,800 a year. They are awarded on the same basis as the Philander Chase Scholarships, and are supported by certain unrestricted Kenyon scholarship endowments and special grants by the Board of Trustees.

*George Gund Scholarships* provide a maximum stipend of \$1,200 a year. They are supported by the George Gund Scholarship endowment, a fund of \$40,701, the gift of Mr. George Gund of Cleveland. Requirements for these scholarships are similar to those for the Philander Chase Scholarships.

*Juliana Cuyler Matthews Scholarships* provide a maximum stipend of \$1,200 a year. They are supported by the Juliana Cuyler Matthews Scholarship endowment, a fund of \$45,000, the gift of Mr. Thomas S. Matthews of London, England. These scholarships are awarded on the same basis as the Philander Chase Scholarships.

*John Burson Morton Scholarships* provide a maximum stipend of \$1,200 a year. These are supported by an endowment presently amounting to \$20,000, the gift of Ralph Emerson Morton of Greenwich, Connecticut, in memory of his brother. Preferred recipients are those from Central Ohio planning to enter business, engineering, law or medicine. These scholarships are awarded on the same basis as the Philander Chase Scholarships.

*William Cooper Procter Scholarships* provide a maximum stipend of \$1,200 a year. They are supported by the William Cooper Procter Scholarship endowment, a fund of \$62,500. These scholarships are awarded on the same basis as the Philander Chase Scholarships.

*Joseph Curtis Weaver and Nancy Belle Weaver Scholarships* provide a maximum stipend of \$1,200 a year. They are supported by funds from the Joseph Curtis Weaver and Nancy Belle Weaver Scholarship endowments. The endowments total \$40,000, and were presented by Mr. Robert A. Weaver and the late Mrs. Weaver of Cleveland as memorials to the parents of Mr. Weaver. These scholarships are awarded on the same basis as the Philander Chase Scholarships.

**2. Scholarships supported by periodic grants from trusts, foundations and corporations:**

*Kenyon Prize Scholarships* provide a minimum stipend of \$100 and a maximum of \$1,200 a year. These scholarships are restricted to seniors and are awarded



mainly on the basis of performance on a special scholarship examination given at the end of the junior year and upon recommendation of the department concerned. Any student in good standing is eligible to compete at the end of his junior year. Recipients of Prize Scholarships may concurrently hold the title of other special scholarships, but the stipend received in combination will depend upon financial need. Successful Prize Scholarship students who do not have financial need may be awarded Bookshop Prizes.

*Bremer Scholarships* are provided from a grant from the Bremer Foundation of Youngstown, Ohio, created under the will of the late Richard P. Bremer. These scholarships, which provide the recipients with maximum stipends of \$1,000 a year, are to be awarded to deserving students who are residents of Ohio, preferably of the Youngstown area.

*The Inland Steel-Ryerson Scholarship* provides the recipient with a maximum stipend of \$1,500 to cover basic costs including tuition, room, books, and board. This scholarship is supported by funds from the Inland Steel-Ryerson Foundation.

*The Procter and Gamble Scholarship* provides the recipient with full tuition and an allowance for books, fees and supplies. The scholarship is supported by a grant from the Procter and Gamble Fund.

*Albert H. Wiggin Pre-Medical Scholarships* are provided for by grants from the Albert H. and Jessie D. Wiggin Pre-Medical Scholarship Fund, a gift of the Albert H. and Jessie D. Wiggin Foundation. These scholarships provide a maximum stipend of \$1,200 a year for the recipient, who must be a promising pre-medical student.

### 3. Special restricted scholarships in excess of tuition:

*The Blake School-Groves Scholarship* is awarded upon the recommendation of the Blake School to a student graduating from that school. The applicant must meet the requirements for admission to Kenyon and the approval of the Kenyon Faculty Committee on Scholarships. This scholarship is supported by the Stephen Goodrich Groves Scholarship endowment, established by the late Claude H. Groves and Mrs. Groves of Minneapolis in memory of their son, a member of the Class of 1949 at Blake and of the Class of 1953 at Kenyon.

*The St. Louis Park School-Groves Scholarship* is awarded upon the recommendation of the St. Louis Park School to a student graduating from that school. The applicant must meet the requirements for admission to Kenyon and the approval of the Kenyon Faculty Committee on Scholarships. This scholarship is supported by the Stephen Goodrich Groves Scholarship endowment, established by the late Claude H. Groves and Mrs. Groves of Minneapolis in memory of their son, a member of the Class of 1953 at Kenyon.



4. Scholarships supported by the College scholarship endowment and which may provide stipends covering tuition. These scholarships are classified as Kenyon General Scholarships:

*The C. Livingston Allis Scholarship*, an endowment of \$7,000, established by Mr. and Mrs. Clarence L. Allis of Wooster, in memory of their son, C. Livingston Allis of the Class of 1934. Only upperclassmen are eligible to receive this scholarship.

*The John W. Andrews, Jr. Scholarship*, an endowment of \$3,011, the gift of the Hon. John W. Andrews of Columbus, in memory of his son.

*The Arnold Scholarship*, an endowment of \$10,000, founded by the bequest of Rollin I. Arnold of Mount Vernon. The income is awarded annually to a student resident in Knox County.

*The Mrs. Raymond D. Ashmun Scholarship*, an endowment of \$30,000, established by Mrs. Ashmun of Cleveland. The income is to be used for scholarship purposes.

*The Austin Badger Scholarship*, an endowment of \$1,434, founded by bequest of Austin Badger of Medina. The income is to be awarded only to a student preparing for the ministry.

*The Cleveland Keith Benedict Scholarship*, an endowment of \$35,055 established by Mrs. Cleveland Keith Benedict in memory of her husband, a member of the Class of 1887. The income from this endowment is to be given to an undergraduate, preferably to one studying for the Protestant Episcopal ministry.

*The Philo Sherman Bennett Scholarship*, an endowment of \$500, assigned to Kenyon College by the late William J. Bryan as administrator for Mr. Bennett.

*The Andrew Willis Bliven Memorial Scholarship*, a gift amounting now to \$4,636, by Mr. and Mrs. Floyd E. Bliven as a memorial to their son, Andrew W. Bliven of the Class of 1944, who lost his life in the second World War. The income is available for award to a junior or senior each year.

*The Cornelia and Malcolm Bronson Scholarship*, an endowment of \$20,125, given by the late Malcolm Bronson and Mrs. Bronson of Hamilton, Ohio. The recipient is to be a promising pre-medical student, preferably from the Hamilton area.

*The Carnegie Scholarship Endowment* of \$25,000, the gift of the late Andrew Carnegie. Postulants for holy orders are ineligible.

*The Carter Scholarship Endowment* of \$5,000, the gift of Mrs. Carter of Albany, New York, in memory of her husband, the Rev. George Galen Carter, S.T.D., of the Class of 1864, and his father, the Rev. Lawson Carter, late of Cleveland. The income provides for two scholarships. In making appointments preference is to

be given to postulants for holy orders, especially to postulants who are sons of clergymen.

*The Cushing Scholarship*, an endowment of \$5,000, founded by his parents in memory of Kirke W. Cushing of the Class of 1914. The appointment is in the hands of the President and the chairmen of the Departments of English and Mathematics, with the direction that it be conferred upon a student of special need and merit who has been at least one year in residence.

*The Devol Scholarship Fund*, an endowment of \$10,000, founded by the bequest of Richard C. Manning, former Benson Memorial Professor of Latin. The income is to be used for financial aid to students.

*The Albert Douglas Scholarship*, an endowment of \$10,000, established by the Hon. Albert Douglas of the Class of 1872. The income is assigned to a student not a candidate for holy orders, preference to be given to residents of Chillicothe, the native city of the donor.

*The Doyle Scholarship Endowment* of \$10,000, the gift of the late Joseph B. Doyle of Steubenville. The income is available for young men preparing for holy orders during their collegiate or seminary course. Students from St. Paul's and St. Stephen's Churches, Steubenville, are preferred beneficiaries.

*The Faculty Scholarship* in memory of Kenyon men who lost their lives in the second World War, an endowment now amounting to \$3,047 established by gifts of members of the College faculty. This scholarship, amounting to the income from the endowment, is annually available to an upperclassman of character, academic ability, and general promise.

*The Ginn Scholarship*, two endowments of \$2,500 each, given by their son, the late Frank Hadley Ginn of Cleveland, in memory of Francis Marion Ginn and Millicent Pope Ginn. Eligibility is limited to graduates of Ohio high schools, preference being given to students from Sandusky County, where Francis M. Ginn served as principal and superintendent at Fremont and Clyde for more than thirty years.

*The Granger-Follett Memorial Fund*, an endowment of \$400,000, of which \$50,000 is designated as a loan fund. The bequest of Wanda Follett Granger of Zanesville, Ohio, in memory of her husband, Sherman Moorhead Granger; his father, Judge Moses Moorhead Granger; his brother, Alfred Hoyt Granger; and John Dawson Follett and Charles Follett, brothers of Mrs. Granger, all alumni of Kenyon College. The income from the balance of the principal will be used for scholarships which will be granted in accordance with the conditions generally governing scholarships.

*The Stephen Goodrich Groves Scholarship*, an endowment of \$45,566 established by the late Claude H. and Mrs. Groves of Minneapolis in memory of their son,



who was a member of the Class of 1953, will provide scholarships with preference for residents of Minneapolis or of Minnesota.

*The GSF Fund*, an endowment of \$100,000, the income from which will be devoted to scholarships until further action by the Board of Trustees.

*The Hall-Mercer Scholarship*, an endowment of \$74,182, founded by the bequest of Alexander G. Mercer of Newport, Rhode Island.

*The Rutherford B. Hayes, 1842, Scholarship*, an endowment of \$5,000, established by the trustees of the Hayes Foundation at Fremont.

*The Ralph S. Holbrook, 1887, Scholarship*, an endowment of \$4,471, established by Mrs. Mame Holbrook. Students from Lucas County, Ohio, are given special consideration.

*The Julia Weaver Lawless Scholarship Endowment*, founded by Mr. Robert A. Weaver of the Class of 1912 in memory of his sister. Assigned insurance on Mr. Weaver's life with a face value of \$10,000, the income from which will be available for scholarship purposes.

*The David Lewis Scholarship Endowment* of \$50,000, the bequest of Florence E. Lewis Rauh of Elyria, Ohio, the income to be used toward the education and support of worthy and deserving students.

*The Thomas A. McBride Scholarship*, an endowment of \$2,000, founded by bequest of Mary A. McBride of Wooster, in memory of her son, Thomas A. McBride of the Class of 1867.

*The Milmine Scholarship*, a gift of Mrs. Charles E. Milmine of New York, in memory of her husband, Charles Edward Milmine, of the Class of 1885. This endowment of \$20,000 provides scholarships for students selected for general merit.

*The Nash Scholarship Endowment* of \$10,000, founded by bequest of Job M. Nash of Cincinnati.

*The Clifford Alfred and Katherine Young Neff - Knox County Scholarship Fund*, a gift of \$6,854. This gift is from the late Katherine Young Neff, widow of Clifford Alfred Neff, Class of 1888, and her sister, Mrs. Carrie Young Fayram, the income from which is to be used to provide scholarship assistance preferably to residents of Knox County in cooperation with the Knox County Alumni Association.

*The George Jones Peet Scholarship*, an endowment of \$2,000, established by the bequest of George Ledlie in honor of his lifelong friend, George Jones Peet of the Class of 1865.

*The Southard Scholarship*, an endowment of \$2,500, the gift of Mr. George F. Southard of the Class of 1873.



*The John W. Thomas Scholarship Endowment*, an endowment of \$10,000, the gift of the late John W. Thomas of Akron. The income from this endowment will be awarded to young men of promise in one of the scientific studies.

*The War Memorial Scholarship*, now an endowment of \$21,000, established by contributions made through the Kenyon Development Program and more recently, in honor of the Kenyon men who lost their lives in World War II.

*The May Weaver Memorial Scholarship Fund*, in memory of Mrs. Robert A. Weaver of Cleveland, is being accumulated by friends of Mrs. Weaver. The income from this endowment will be awarded on the same basis as the Philander Chase Scholarships.

#### 5. Scholarships granted to graduates of junior colleges:

*Kenyon Junior Literary Scholarships* provide a maximum stipend of \$600 a year and are supported by special grants of the Board of Trustees. They are awarded to graduates of junior colleges on the basis of submitted manuscripts. Published writing in prose or verse will also be considered.

#### 6. Scholarships which are classified as special and which are granted in accordance with the conditions governing scholarships:

*Kenyon Bookshop Scholarships*, supported each year by the earnings of the College Bookshop.

### LOAN FUNDS

The College administers the following loan funds:

*The Curtis Fund*, which now amounts to over \$60,000. This fund, which aids meritorious students by loans of money at a low rate of interest, was granted to the Trustees of Kenyon College by the late Henry B. Curtis, LL.D., of Mount Vernon. The interest is intended to meet only the risk of death and is not to be greater than the average rate of life insurance.

The application for a Curtis loan must state the applicant's name, residence, and age, and his father's name and address. The father or guardian must endorse the application and express his belief that the loan will be repaid at maturity. The faculty will consider the application to be confidential, and in granting the loan will take into consideration the applicant's character, ability, and merit, including his examinations in school and College, and his record for regularity, punctuality, and general conduct. The appropriations are made for a year at a time and are available only for the payment of semester fees. Under the regulations established by the Committee administering the Fund, loans are available at the rate of one and one-half per cent a year for five years. Repayment in installments may be made by arrangement with the Business Office.

Students who are registered in graduate schools may arrange by application to the Business Office for postponement of payments that fall due while they are engaged in graduate studies.

*The Ormsby Phillips Fund* of \$1,000, which was established by Mr. and Mrs. Bakewell Phillips of Pittsburgh, Pennsylvania, to be loaned without interest to a student intending to study for the ministry.

*The Spitzer Loan Fund* of \$500, given by the late George Spitzer, 1885, of West Lafayette, Indiana, the income to be used for loans to meritorious students. The conditions of its use are the same as those described in the section on the Curtis Loan Fund.

*The Addison C. Dickinson Loan Fund*, established by the bequest of Addison C. Dickinson of Mount Vernon, Ohio, of \$1,000 for the Collegiate Department and \$1,000 for the Theological Department, to be administered under the same rules and conditions as apply to the Curtis Loan Fund.

*The Granger-Follett Memorial Fund*, a specified portion in the amount of \$50,000 from the Granger-Follett Memorial Fund, to be administered under the same terms as the Curtis Loan Fund.

*National Defense Education Act of 1958 Loan Funds.* The college is participating in the National Defense Education Act Loan program and has funds for loans which are administered under the provisions of this act. Inquiries concerning these loans should be sent to the Director of Scholarships and Student Aid.

## EMPLOYMENT OF STUDENTS

A limited number of jobs are open to students who need more money. These jobs include assisting in the laboratories, the library, and the College offices, and waiting on tables in the Commons. Applications for student employment should be made to the Director of Scholarships and Student Aid.

# STUDENT ACTIVITIES AND ORGANIZATIONS

## THE CAMPUS GOVERNMENT

Through the Constitution of Kenyon College the Trustees entrust to the President and Faculty authority and responsibility for student life, academic and extracurricular. Campus Government, therefore, is regarded as a further delegation of authority by the President and Faculty to the various individuals, committees, and organizations of that government.

The Campus Senate, comprised of students, faculty, and College officers, has been established to legislate and to interpret policy regarding student affairs. The Senate considers any problem of general concern within the College and serves as an effective means of communication between students, faculty, and administrative officers.

The Student Assembly, founded in 1895 and composed of all undergraduate members of the College, is the corporate organization of the student body. It has the power to review the action of any agency of the Campus Government and to formulate proposals which reflect the views of the student body.

The Student Council is the official body for student discussion, organization, and action. Every registered student of Kenyon College is represented on the Council and is entitled to be heard by the Council. It concerns itself with all matters affecting the welfare of the students. The Financial Committee, the Social Committee, the Planning Committee, the Activity Committee and the Interfraternity Committee are standing committees of the Student Council.

The Judicial Board and the Publications Board, both composed of students and faculty, are agencies of the Campus Government.

## SOCIAL GROUPS

The students of the College are divided into several voluntary groups, organized to promote social and personal relations. There are chapters of national Greek-letter societies and local societies, and each group occupies its own division of a dormitory.

## ORGANIZATIONS

*Student Publications.* The student publications are the *Collegian*, a newspaper published bi-weekly during the college year; *Hika*, a literary quarterly; and the *Reveille*, a yearbook, published annually by the junior class.

*Dramatic.* The Dramatic Club makes available to all students the opportunity to share in the production of plays by sponsoring a varied program each year. Any student who participates in a specified number of plays may become a member. In



1938 the Dramatic Club organized a local honorary society, The Hill Players, to recognize excellence in acting and cooperation in producing plays.

*Forensic.* The Debate Society participates in intramural and intercollegiate debates and attends annual tournaments.

*Musical.* There are three active musical organizations in the College: The College Choir, which sings at chapel services and in neighboring churches; the Kenyon Singers, an undergraduate choral group which presents concerts in Gambier and elsewhere, occasionally in conjunction with a choral group from another college; and the Instrumental Ensemble.

*Athletics.* Letter men in good academic standing are eligible for election to the Kenyon Klan.

Other organizations are the Economics, International Relations, Pre-medical, Pre-law, Philosophy, and Political clubs.

*The Phi Beta Kappa Society.* The Phi Beta Kappa Society was organized to encourage and to recognize excellence in scholarship, and high academic standing is an essential condition for admission. The fraternity, which was founded at the College of William and Mary in 1776, established the Beta Chapter of Ohio at Kenyon College in 1858. Undergraduates are elected in the junior and senior years.

*The Senior Society.* The Senior Society is a small, self-perpetuating organization composed of outstanding men in the senior class chosen for their leadership in campus activities. The group meets with the Faculty Council and officers of the College to discuss affairs of common concern for the improvement of the College.

*The Chase Society.* The Chase Society is an organization of freshmen and sophomores whose primary purpose is to promote various activities in the College. Its members serve as ushers, marshals, guides, and in many other capacities in service to the College.

*The Kenyon Christian Fellowship.* This is an interdenominational society for those interested in exploring the deeper meaning of the Christian faith in thought and action. It is open to all interested students.

## GENERAL INFORMATION

### REGISTRATION

The one hundred fortieth college year begins with registration on Tuesday and Wednesday, September 24 and 25, 1963. The Freshman Orientation Program usually begins four days before the date set for the registration of sophomores and upperclassmen.

Returning students who fail to register for courses on registration day must pay a late registration fee of \$10 for the first absence in each class and \$5 for each consecutive absence in each class thereafter.

### MATRICULATION

The ceremony of matriculation, which dates from 1842, accords final acceptance into the institution, and is essential to obtaining a degree. The public exercise of matriculation occurs during the first semester. The candidate then signs the following obligation:

We, the subscribers, undergraduates of Kenyon College, being now admitted to the rite of matriculation, do promise, each for himself:

1. That we will faithfully observe and obey the laws and regulations of the College, and all authoritative acts of the President and Faculty, so long as we are connected with the College; and, as far as may be in our power, on all occasions we will give the influence of our good example and precept to induce others in like circumstances to do the same.

2. As faithful sons of Kenyon College, we will render to her as our alma mater, at all times and on all occasions, due honor and reverence, striving to promote her welfare by all proper means, and abstaining carefully from all things that may tend to impair her influence or limit her usefulness as a seminary of learning.

### RELIGIOUS SERVICES

The services in the Church of the Holy Spirit, the College Chapel, are open to all, and students are cordially welcome to attend.

At the main service on Sunday mornings the sermon is preached by the Chaplain, by the Rector of Harcourt Parish, by members of the faculty or by outstanding visitors. Music is provided by the college choir, and there are opportunities for students to assist as servers and ushers.

Holy Communion is celebrated each Sunday and on Wednesdays. Morning and Evening Prayer are said daily, the latter under student leadership.

The Chaplain of the college is always available for individual counselling and for group discussions.



## FRESHMAN ORIENTATION PROGRAM

Freshmen are required at the opening of the fall semester to attend a series of lectures given under the supervision of the Dean of Students. The President, the Chaplain, the Deans, the Director of Athletics, and several members of the faculty address the freshmen on the history of the College, the curriculum, study habits, and the social and academic life of the College. The Freshman Orientation Program usually begins four days before the date set for the registration of sophomores and upperclassmen.

## LOSS OF PROPERTY

Kenyon College is not responsible for loss or theft of, nor for damage to, any student's property, whatever the cause. Students' property is in dormitories and other College buildings at the sole risk of the owner.

## VARSITY SPORTS

During the 1962-63 academic year Kenyon teams played full schedules in ten intercollegiate sports. Competition is furnished largely by the other member colleges of the Ohio Athletic Conference, of which Kenyon is a charter member. Sports sponsored are football and soccer in the fall season; basketball, swimming, track, and wrestling in the winter season; and baseball, lacrosse, tennis, track, and golf in the spring season. According to the rules of the Ohio Athletic Conference and of Kenyon College, freshmen are eligible to compete as members of the teams as long as they remain in good academic standing.

Kenyon College is a member of the National Collegiate Athletic Association.

## MUSIC

The Department of Music and the Lectureships Committee present during the academic year a series of instrumental and vocal concerts by visiting artists and ensembles. Moreover, recitals are given by the Kenyon Singers, the String Ensemble, the Brass Choir, and other groups.

In addition to the pianos in the dormitories, there are Steinway parlor grand pianos in the lounge of Peirce Hall and in the Chapel Basement, which may be used for practice. The Weber concert grand piano in Rosse Hall is used for concerts and rehearsals, and by members of the music staff in general.



## DISCIPLINE

Student conduct is controlled by a rather small set of generally stated rules and principles, rather than a detailed code of regulations. Basically the principles are liberal, allowing students freedom in personal conduct and imposing official discipline only when personal judgment and action seriously fail to be consistent with these principles. Students are expected to make mature judgments and to assume responsibility for their actions, individually and collectively. They will not find the rules burdensome if classes are attended regularly, academic work is done to the best of ability, and behavior is respectable.

The Judicial Board and/or the Dean of Students has jurisdiction over infractions of College regulations and disciplinary cases.

The College reserves the right to dismiss or refuse to enroll any student whenever it believes that the interests of the College or of the student require such action.

## AIR FORCE R.O.T.C.

In September, 1952, a Department of Air Science was added to the regular curriculum of the College. This department offers a four-year Air Force Reserve Officers' Training Corps course leading to a Second Lieutenant's commission in the United States Air Force Reserve. It involves in each of the first two years a basic course and in each of the last two years an advanced course. Enrollment in either course is voluntary.

In order to qualify for enrollment in the Air Force R.O.T.C. a student must be a citizen of the United States, physically qualified, and be under twenty-three years of age. A student must not be over twenty-five years of age for the advanced courses and must have had the basic courses prior to his entrance into the advanced unit. Age requirements may be waived in cases of veterans.

Students are furnished textbooks, equipment, and a uniform. Students enrolled in the basic courses receive no compensation; students in the advanced courses receive a subsistence allowance which is \$.90 per day or \$27 per month. Advanced students must also sign a contract with the Government agreeing to complete the advanced course, to attend summer camp in the summer following their junior year, and to accept a reserve commission, if tendered, upon completion of the course. Students qualified and selected for flying training may participate in the Flight Instruction Program, and earn a Private Pilot's License.

Students enrolled in the Air Force R.O.T.C. are deferred from military service until they have completed their college education, provided that they have been selected for deferment under existing quota ceilings and provided further that they have signed a deferment agreement. Under this agreement, an Air Force R.O.T.C. graduate may be subject to approximately four years of military duty as an Air Force Reserve officer after graduation from college, (cadets entering the Flying Training Program are required to complete approximately five years of military service), if called to duty by the Secretary of the Air Force.

## AUTOMOBILES AND FIREARMS

The College authorities think it inadvisable for undergraduates to keep automobiles. Freshmen are especially advised not to have them. However, if the student chooses to have one, the College emphatically disclaims all responsibility for accidents which may occur. Students on probation or otherwise deficient in their studies will be denied the privilege of maintaining an automobile. Cars must be registered with the Office of the Dean of Students within twenty-four hours after they are brought to the College. Failure to register them will be cause for disciplinary action.

Students are advised to study additional rules concerning automobiles in the Student Handbook.

Pistols and other small arms, including air pistols, may not be kept anywhere in the College; members of an authorized Pistol Club have the privilege, however, to register and deposit their pistols at the Dean of Students' Office and these may be checked out only for club-sponsored activities. Guns for hunting may not be kept in students' rooms, but if brought to the College they must be registered and deposited with the Dean of Students and may be used only for hunting in conformance with the laws of the State of Ohio. Failure to comply with these regulations may result in suspension or expulsion from the College.

## HEALTH SERVICE FOR STUDENTS

A student health service is maintained by the College.

The College assumes no liability or responsibility for treatment for any injury or accident which happens to a student while he is participating in any athletic competition, practice, or exercise. However, it has been the policy of the College to provide for the expense of immediate hospitalization, medication, laboratory, X-ray, and surgical treatment in cases of accident resulting from participation in athletic competition.

*Infirmary.* The infirmary has facilities for twenty men in single rooms and in the ward. It is under the supervision of the College Physician and a full-time registered nurse. Serious cases of illness are sent immediately to Mercy Hospital. Students who are too ill to attend meals in the Commons will be taken at once to the hospital or infirmary. Meals will not be served in the dormitories. The College considers that a student is either ill enough to be in the infirmary or well enough to be in class.

*Hospitalization.* For students who are hospitalized for reasons other than injuries resulting from athletic competition, the charges are the responsibility of the student, his parent or guardian, as are costs for operations or special treatment. It is strongly recommended that all students carry some form of accident and sickness insurance. The College sponsors a Student Insurance Plan which pro-



vides protection at a reasonable cost and covers, up to specified limits, the hospital and medical expenses arising from both accident and sickness, whether sustained at the College or elsewhere, during the entire policy term.

*Dispensary.* The College Physician will be at the infirmary each morning except Sunday at specified hours. Except in emergencies, students who are ill or injured should see him at that time.

At the request of the Director of Physical Education or the Dean of Students, the College Physician will make bedside calls in the dormitories during dispensary hours. Notice of the necessity of such calls should reach the dispensary before nine o'clock. In urgent cases, the College Physician will make dormitory calls at other hours on the recommendation of the Director of Physical Education or the Dean.

*College Physician.* Students hospitalized in Mercy Hospital or in the infirmary, in accordance with the arrangement described above, will receive medical attention from the College Physician as required for fourteen days without extra charge. If the student prefers to call another physician, he may do so, but the College assumes no responsibility for the cost of attendance. The cost of all operations, whether performed by the College Physician or not, and all consultant fees are the responsibility of the student or his parent or guardian, except as indicated above.

The College reserves the right to request the College Physician to examine any student at any time.

The College Physician is Dr. Thomas L. Bogardus, Jr., of Mount Vernon, and Dr. John C. Drake of Mount Vernon is Consultant in Traumatic Surgery.

*First Aid Service.* An attendant is present day and night at the infirmary.

*Limitations.* No medications or supplies are furnished except those regularly carried in the College infirmary.

Cases of chronic disease should be reported to the College Physician, who will act as medical adviser while the student is in College; the expense of medical care in such cases is, however, the personal obligation of the student or his parent or guardian.

## THE KENYON REVIEW

*The Kenyon Review* is a literary quarterly of international reputation. Founded in 1938 and edited for many years by John Crowe Ransom, the magazine has now reached its twenty-fifth volume. The present editors are Robie Macauley, novelist,



critic, and an alumnus of the College, and George Lanning, novelist and Kenyon alumnus. Ronald Berman of the Department of English is an editorial associate. Although sponsored by the College, the *Review* maintains editorial independence and a professional standard for contributions.

The subscription rate is \$5.00 a year, U.S.A., and \$5.50 abroad.

### PLACEMENT OFFICE

Kenyon College maintains a placement office as a service to students and alumni who may call upon the office for assistance with employment problems. Prospective employers are provided with information concerning a student's educational and employment background through this office. Students are encouraged to use the vocational materials made available to them.

Representatives of business, industry, and educational institutions visit the College to interview students for their organizations, and seniors are urged to use the services of this office to achieve their vocational goals.

## LECTURESHIPS

### THE BEDELL LECTURESHIP

A fund of \$13,500 established by Bishop and Mrs. Bedell provides biennial lectures on the Evidences of Natural and Revealed Religion, or on the Relation of Science to Religion.

### THE LARWILL LECTURESHIP

A fund of \$25,000, established by the late Joseph H. Larwill of the Class of 1855 and supplemented by a bequest of his son, Paul H. Larwill, former professor of French and German at Kenyon College, provides occasional lectures or courses of lectures on subjects of general interest. The founder desired that at least every third year a lecture or course of lectures, philosophical in tone, should be delivered on one of these great subjects: "What can I know? What ought I to do? For what can I hope?"

At the discretion of the faculty, lectures delivered on the foundation may be published.

Among the occasional lecturers on this foundation have been Bertrand Russell, Robert A. Millikan, Edward M. East, Robert Frost, Alexander Reid Martin, Lionel Trilling, Eliseo Vivas, Rushton Coulborn, Clyde Kluckhohn, John Peale Bishop, F. Alton Wade, Julian De Gray, Irwin Edman, Norman Thomas, Meyer Schapiro, Maurice Bowra, Wolfgang Köhler, Erwin Panofsky, O. H. Mowrer, Henri Peyre, Luigi Borelli, John Crowe Ransom, Brand Blanshard, Frank E. Brown, Herbert J. Muller, James Olds, Charles Stevenson, I. Bernard Cohen, Angus Wilson, Wilfred J. Smith, Nadine Gordimer, Garrett Mattingly, William Golding, Edward U. Condon, and Ralph W. Gerard.

### THE RYERSON LECTURESHIP

The late Martin A. Ryerson, of Chicago, made to Kenyon College a bequest of \$25,000 to found a lectureship in art. This fund contributes to the support of instruction in the Department of Art and to occasional visiting lecturers.

### THE GEORGE GUND VISITORS AND LECTURE PROGRAM

The income from a gift by George Gund of Cleveland supports a program of visiting lecturers, musicians, and other artists. The lecturers visit the College for several days, sometimes for longer periods, and make several appearances in the classroom, at student societies, and on the public platform. Undergraduates have many opportunities to meet the visitors in social gatherings.

## DEPARTMENTS OF INSTRUCTION

### ART

Mr. Slate

The purpose of the Department of Art is to provide a foundation for advanced training in and appreciation of the visual arts. There is no major in Art, but students are offered a thorough grounding in fundamentals of painting and drawing. Beginning studio courses are investigative and disciplinary, and a student need not have a high aptitude in Art to do satisfactory work. Advanced courses also stress investigation into materials and means, but problems become more individual.

The art collection in the Chalmers Library, which has been built around the gift of the Carnegie Corporation, is particularly rich in volumes and color slides on art in Europe and America in the late 19th and early 20th centuries. The Robert Bowen Brown Gallery, on the second floor of the library, helps supplement teaching in the department; paintings representing major trends in European art since 1900 and the Katherine W. Merkel collection of African sculpture were among exhibits held during the 1962-63 academic year.

#### 1. COLOR.

Introduction to and experimentation with color, using paper, paint, and other materials.

Offered 1963-64. No prerequisite.

One-fourth unit credit, 64 clock hours of studio work.

#### 2. FUNDAMENTALS OF DRAWING.

Freehand drawing of assigned problems, emphasizing landscape; introduction of various media.

Offered 1964-65. No prerequisite.

One-half unit credit, 64 clock hours of studio work, plus outside assignments of approximately 2 hours per week.

#### 11-12. THEORY AND PRACTICE OF PAINTING.

Introduction to materials; assigned problems, stressing pictorial elements.

Offered 1963-64. Prerequisite, Art 1 or permission of instructor. Art 1 is essential and 2 is desirable for this course.

One-fourth unit credit each semester, 64 clock hours of studio work.



## 13. ADVANCED DRAWING.

Study of the human figure.

Offered 1963-64. Prerequisite, Art 2.

One-fourth unit credit each semester, 64 clock hours of studio work, plus outside assignments of approximately 2 hours per week.

## 21-22. ADVANCED PAINTING.

Individual problems.

Offered 1964-65. Prerequisite, 11-12 or permission of the instructor.

One-fourth unit credit each semester, 64 clock hours of studio work.

## 41-42. INTRODUCTION TO THE HISTORY OF ART.

A survey of art forms from earliest times to the present. A two-hour seminar with illustrated lectures, field trips, and student reports.

No prerequisite. Offered 1963-64. One-fourth unit credit each semester.

## BIOLOGY

Associate Professor Yow, *Chairman*

Associate Professor Blight

Assistant Professor Burns

The courses offered in this department are designed to give the student a comprehensive knowledge of biological principles and methods, and to provide a foundation for professional work in biology and medicine.

The major in biology consists of any combination of advanced biology courses totalling at least three and not more than five unit credits. Biology 11-12 is the normal prerequisite for these courses.

Students who plan to attend medical school or graduate school in biology should realize that these schools have prerequisites in the fields of mathematics, physics, and chemistry. Although these subjects are not included in the major in biology, the Department of Biology will advise pre-professional students on a coordinated science curriculum adapted to their needs.

## 1-2. GENERAL BIOLOGY.

This course integrates the principles of plant and animal life. Lectures are concerned with topics such as the origin and manifestations of life, the structure and dynamics of the cell, nutritive and integrative mechanisms of organisms, the relation of organisms to their environment in both the present time and during past geological ages, the development of organisms and their heredity. The

laboratory illustrates these principles. This course may serve as a terminal course or as a prerequisite for Biology 28 and Biology 56 only.

No prerequisite. Offered 1963-64.

One unit credit, 96 class hours, 64 clock hours of laboratory.

#### 11-12. INTRODUCTION TO ZOOLOGY.

The primary aim of this course is to demonstrate biological principles, concepts and methods. This is achieved by studying the phyla in considerable detail, utilizing representative species in the laboratory. Genetics, evolution, physiology and embryology are studied where properly associated with each group. Where possible, living animals are used to demonstrate behavioral and physiological activities. This course is a prerequisite for advanced biology courses, and is intended primarily for students planning to major in biology. Required by medical schools.

No prerequisite. Offered 1963-64.

One and one-half unit credits, 96 class hours, 128 laboratory hours.

#### 26. PRINCIPLES OF EVOLUTION.

An introduction to modern concepts of the process of organic evolution. Following a discussion of present theories regarding the origin of life and biochemical evolution, the evolutionary history of selected animal groups is reconstructed on the basis of evidence from paleontology, comparative anatomy, embryology, taxonomy and other biological fields. The process of speciation is examined in terms of genetic mechanisms, variation, adaptation, natural selection and various kinds of isolation. A previous knowledge of biology is neither assumed nor needed.

No prerequisite. Offered 1963-64.

One-half unit credit, 48 class hours.

#### 28. ECOLOGY.

The course is concerned with the interrelationships between living organisms and the various physical, chemical and biotic factors in their environment. Characteristics of ecosystems and the factors which influence their structure and perpetuation are examined in detail. Biotic interactions are explored in terms of the characteristics and dynamics of populations, communities and other aggregations. Laboratory studies and field trips acquaint the student with ecological principles and taxonomic methods as applied to the local fauna and flora.

Prerequisite: Biology 1-2 or 11-12. Offered 1963-64.

One-half unit credit, 48 class hours, 64 laboratory hours.

#### 35. SELECTED TOPICS IN INVERTEBRATE ZOOLOGY.

The subject matter is drawn mainly from current research in the fields of

invertebrate ecology, physiology and behavior. Among topics considered are: aspects of environment and adaptation, mimicry and camouflage, defense mechanisms; hormones and their control of development and behavior, periodicities, the nervous system and control of processes, diapause and metamorphosis, embryology and the cellular basis of polymorphism; social, reproductive and nutritive behavior, migration and direction finding, communication.

Prerequisite: Biology 11-12. Not offered 1963-64.

One-half unit credit, 48 class hours.

#### 47. PHYSIOLOGICAL PSYCHOLOGY.

See description of Psychology 47. May be taken as part of the biology major with consent of the major adviser.

#### 51. EMBRYOLOGY.

A study of the development of animals, with particular emphasis upon the vertebrates. Special attention is paid to fertilization, cleavage, gastrulation and the formation of the various organ systems. Experimental embryology forms the basis of the principles studied in the latter part of the course. The chick and pig are analyzed in laboratory, and the student may undertake an analysis of development using living embryos.

Prerequisite: Biology 11-12. Offered 1963-64.

One-half unit credit, 48 class hours, 64 laboratory hours.

#### 52. MICROSCOPIC ANATOMY.

Animal tissues, mainly mammalian, are studied with the view of discovering the functional significance of their structure. This study is extended to the organs constructed from the various tissues. The laboratory work includes the microscopic identification of major mammalian tissues and organs and study of electron micrographs.

Prerequisite: Biology 11-12. Offered 1963-64.

One-half unit credit, 48 class hours, 64 clock hours of laboratory.

#### 55. GENETICS.

This course starts with a study of the laws of inheritance and the cytological and experimental evidence supporting them. Following this, the classical gene theory of inheritance and other theories explaining genetic phenomena are critically examined. Modern biochemical genetics is surveyed in the last half of the course.

Prerequisite: Biology 1-2 or 11-12. Offered 1963-64.

One-half unit credit, 48 class hours.



## 65. CELL PHYSIOLOGY.

Lecture and laboratory work concerning the nature of cellular environments, the physical and chemical organization of cells, the exchange between cells and their environments, irritability and response, nutrition and growth, and cell division.

Prerequisite: Biology 11-12; Pre or Corequisite: Physics 3-4; Chemistry 31-32, and consent of the instructor. Offered 1963-64.

One-half unit credit, 48 class hours, 64 clock hours of laboratory.

## 97, 98. PROBLEMS IN BIOLOGY.

Independent investigation of a problem related to a course, to a staff member's research, or to a special interest of the student. May be taken concurrently with a course to which the problem is related.

Prerequisite: Consent of the instructor. Offered 1963-64.

One-fourth unit credit per semester.

## 200. SENIOR SEMINAR.

Study and discussion of special topics, based on assigned readings or student research projects.

Prerequisite: Consent of the instructor. Offered by arrangement.

One-fourth to one-half unit credit.

## 300. JUNIOR HONORS COURSE.

Seminar and research for junior Honors candidates. Offered 1963-64.

One unit credit.

## 400. SENIOR HONORS COURSE.

Seminar and research for senior Honors candidates. Offered 1963-64.

One unit credit.

## CHEMISTRY

Professor Pappenhagen, *Chairman*

Professor Norton

Associate Professor York

Assistant Professor Johnson

The work of this department provides the student with a scientist's understanding and knowledge of chemistry. Even in the elementary courses (Chemistry 3-4 and 5) it is intended that students who do not plan to study chemistry beyond this level will, nevertheless, know an appreciable body of factual information and also be aware of the nature of chemistry as one of the sciences and liberal arts.

More advanced courses prepare majors for graduate work in chemistry or chemical engineering, or for commercial laboratory work, as well as provide, through the major program, that degree of chemical education necessary for professional fields such as medicine, dentistry, business, etc. All courses offered by the department are acceptable for diversification in the sciences.

The department is accredited by the American Chemical Society in respect to faculty, facilities, and curricula. Students who desire to meet the minimum standards set by the Society and become eligible for full membership, senior grade, in the Society within two years after graduation, if two years' experience in the field of chemistry is obtained, should elect the following courses described below: Chemistry 3-4 (or 5), 6, 21, 22, 31-32, 33-34, 33L-34L, 99, two half-unit credits selected from Chemistry 51, 63, and 71, and at least one-half unit from 65, 100, 200, 300, or 400. In addition the candidate should present Physics 11-12, Mathematics 21, and German 11-12. The minimum requirement for the major in chemistry (without certification) must include Chemistry 3-4 (or 5), 6, 21-22, 31-32, 33, 34, as well as one unit credit of physics, and Mathematics 11-12. Exceptions to these requirements may be granted, in unusual cases, on petition to the Department of Chemistry. Ordinarily the department will accept as a major any student who, at the time of his application, has achieved a grade average of C or better in the department.

For the chemistry major who plans to attend medical school or a professional school other than one in chemistry, the department will suggest a suitable program to meet the necessary prerequisites in addition to those described above.

Entering students planning to take college chemistry should take the placement test administered by the department during the Freshman Orientation period. The department will place beginning students in chemistry 3-4, 5 or 6 on the basis of performance on this test.

#### 1-2. PHYSICAL SCIENCE.

See Physics 1-2.

Offered every year.

One unit credit, 96 class hours, 64 clock hours of laboratory.

#### 3-4. GENERAL CHEMISTRY.

The fundamental principles and methods of chemistry. Emphasis is placed on the development and significance of the Periodic System of the elements and upon the nature of the chemical bond. Applications to the chemistry of metals, non-metals, and organic compounds are studied.

No prerequisite. Offered every year.

One unit credit, 96 class hours, 96 clock hours of laboratory.



### 5. PRINCIPLES OF CHEMISTRY.

Short review of some of the fundamental principles of chemistry followed by a more detailed study of atomic structure and the nature of the chemical bond. The knowledge so obtained is applied to an understanding of more advanced principles of chemistry with application to the reactions of metals and non-metals.

Prerequisite: Satisfactory standing on the placement test in chemistry. Offered first semester every year.

One-half unit credit, 48 class hours, 48 clock hours of laboratory.

### 6. INORGANIC CHEMISTRY AND QUALITATIVE ANALYSIS.

A continuation of the study of the reactions and nature of inorganic compounds, the theory of equilibrium, and the application to the systematic separation and detection on a semi-micro scale of the common cations and anions.

Prerequisite: Chemistry 3-4, or 5, or an excellent standing on the placement test in chemistry. Offered second semester every year.

One-half unit credit, 32 class hours, 96 clock hours of laboratory.

### 21. QUANTITATIVE ANALYSIS.

A study of the principles of quantitative analysis. The course is based on the titrimetric, gravimetric, and simple instrumental analysis of common inorganic materials with accompanying laboratory work.

Prerequisite: Chemistry 6 or consent of the instructor. Offered first semester every year.

One-half unit credit, 32 class hours, 96 clock hours of laboratory.

### 22. QUANTITATIVE ANALYSIS.

A continuation of Chemistry 21 with more advanced principles and techniques for the analysis of both inorganic and organic compounds, including experiments involving multi-component systems, spectrophotometry, electrometric, and other instrumental methods.

Prerequisite: Chemistry 21. Offered second semester every year.

One-half unit credit, 32 class hours, 96 clock hours of laboratory.

Students may register for Chemistry 21-22 as a one unit credit course. Consult the instructor.

### 31-32. ORGANIC CHEMISTRY.

A study of the physical and chemical properties of organic compounds based on the fundamental concepts of molecular structure and reaction mechanism. Applications to synthesis are included. The laboratory work involves the preparation of a number of organic compounds and studies effects of reaction parameters



on the course of organic reactions. Techniques of separation and identification of organic compounds are included.

Prerequisite: Chemistry 6. Offered every year.

One and one-fourth unit credits, 96 class hours, 192 clock hours of laboratory.

### 33-34. PHYSICAL CHEMISTRY.

This course covers the properties of the states of matter, thermochemistry, chemical thermodynamics, properties of solutions, homogeneous and heterogeneous equilibrium, kinetics, electro-chemistry, colloids, and quantum theory.

Prerequisite: Chemistry 6, physics, calculus. This year course starts the second semester and ends the following mid-year. Offered every year.

Students other than chemistry majors may register for Chemistry 33 for one-fourth unit credit.

Three-fourths unit credit, 96 class hours.

### 33L-34L. PHYSICAL CHEMISTRY LABORATORY.

A laboratory course designed to demonstrate the principles and techniques of physical chemistry.

Prerequisite: Chemistry 21 and 33 with enrollment or credit in 34. This year course starts the first semester. Offered every year.

One-fourth unit credit, 96 clock hours of laboratory.

### 51. ADVANCED PHYSICAL CHEMISTRY.

Selected topics in physical chemistry.

Prerequisite: Chemistry 34. Offered every year.

One-half unit credit, 48 class hours, no laboratory.

### 63. ADVANCED INORGANIC CHEMISTRY.

This course consists chiefly of an extension of inorganic chemistry with emphasis based on generations derived from the Periodic Table, a study of coordination compounds and structure, and the chemistry of the less familiar elements.

Prerequisite: Consent of the instructor. Offered every year.

One-half unit credit, 48 class hours, no laboratory.

### 65. LABORATORY IN ADVANCED INORGANIC CHEMISTRY.

A laboratory course involving the preparation of a number of inorganic compounds.

Prerequisite: Consent of the instructor. Offered every year.

One-fourth unit credit, 96 clock hours of laboratory.

## 71. ADVANCED ORGANIC CHEMISTRY.

Selected topics from organic chemistry with particular emphasis on natural products, polymers, and stereochemistry.

Prerequisite: Chemistry 31-32. Offered every year.

One-half unit credit, 48 class hours, no laboratory.

## 99. THE CHEMICAL LITERATURE.

A study of the literature available to the chemist with particular attention to the use of Beilstein's *Handbuch der Organische Chemie*. Required of all chemistry majors.

Prerequisite or parallel: Chemistry 31. A reading knowledge of German is desirable. Offered every year.

No credit, 16 class hours.

## 100. INDEPENDENT STUDY IN CHEMISTRY.

Prerequisite: Consent of the instructor. Offered every semester.

Credit to be determined at time of registration but not to be less than one-fourth unit credit nor more than one-half unit credit each semester.

## 200. SEMINAR IN CHEMISTRY.

Prerequisite: Consent of the instructor. Offered every year.

One-fourth unit credit, 32 class hours.

## 300. JUNIOR HONORS COURSE.

Prerequisite: Consent of the department. Offered every year.

Credit to be determined at time of registration.

## 400. SENIOR HONORS COURSE.

Prerequisite: Consent of the department. Offered every year.

Credit to be determined at time of registration.

## CLASSICAL LANGUAGES

\*Professor Fink, *Chairman*

Assistant Professor McCulloh, *Acting Chairman*

The courses in this department are intended to introduce the student to knowledge of the language, literature, and civilization of Greece and Rome. The

\*On sabbatical leave 1963-64

courses in Greek have as their aim a mastery of Greek idiom leading to the enjoyment of masterpieces of Greek literature in the original. The study of classical Greek also affords to pre-theological students an excellent foundation for study of the Greek New Testament. Courses in Latin are offered for all degrees of attainment, beginning with an elementary course demanding no previous knowledge of the language and extending to advanced courses designed to give a firsthand acquaintance with some of the famous authors of Latin literature. Acquaintance with the Classics should also deepen the student's understanding of English literature and the English language; and Latin is essential for any thorough study of the Romance languages.

### CLASSICAL CIVILIZATION

These courses do not require a knowledge of Greek or Latin and may not be used to satisfy the diversification requirement in language.

#### 21. GREEK HISTORY.

This course is primarily concerned with the history and civilization of the Greeks from their first arrival in Greece (2000-1000 B.C.) to the death of Alexander the Great (323 B.C.); but attention is also given to their contacts, both political and cultural, with other nations of the Mediterranean.

May be counted for diversification in History.

Prerequisite: Sophomore standing or consent of the instructor. Not offered 1963-64.

One-half unit credit.

#### 22. THE HELLENISTIC AGE.

The political history of the Eastern Mediterranean from Alexander's conquest to the Roman domination is covered; but the emphasis is on the civilization of the period, which laid the foundations of modern science, philosophy, and literature.

May be counted for diversification in either History or the Humanities.

Prerequisite: Sophomore standing or consent of the instructor. Not offered 1963-64.

One-half unit credit.

#### 23. ROMAN HISTORY: THE REPUBLIC.

The rise and development of Roman civilization and the course of Roman history are traced from the beginning of the Iron Age in Italy, about 1000 B.C., to the collapse of the Republic in the Civil Wars and the accession of Augustus, the first emperor.

Prerequisite: Sophomore standing or consent of the instructor. Not offered 1963-64.

One-half unit credit.



## 24. ROMAN HISTORY: THE EMPIRE.

The conversion of the Roman city-state into a world state and of the principate of Augustus into an absolute monarchy provides a framework within which developments in literature, religion, administration, and law are studied. The period covered runs from the dictatorship of Julius Caesar to the reign of Constantine.

Prerequisite: Sophomore standing, or consent of the instructor. Not offered 1963-64.

One-half unit credit.

Any of these four courses may be elected independently of the others.

## 32. GREEK LITERATURE IN ENGLISH.

The major phases in ancient Greek literature are examined, from Homer to the Greco-Roman period. Principal readings are the *Iliad* and the *Odyssey*, selected tragedies (with a study of tragic theory) and comedies, and portions of Herodotus, Thucydides, and Plato. Some consideration is given to the influence of Greek literature on subsequent Western literature.

May be counted for diversification in the Humanities. Not offered 1963-64.

One-half unit credit.

## GREEK

## 1-2. ELEMENTARY GREEK.

No prerequisite. Not offered 1963-64.

One unit credit.

## 11-12. INTERMEDIATE GREEK.

Introduction to Homer. A drama of Sophocles or Euripides. Selected prose (Herodotus, Xenophon, or Plato).

Offered 1963-64.

One unit credit.

## 31-32. GREEK LITERARY GENRES.

The readings are designed to suggest some of the diversity of style and outlook within Greek literature. The first semester is devoted to "lyric" poetry and drama (tragedy, comedy, and mime); the second to history, philosophy, and fiction.

Offered 1963-64.

One unit credit.

100. RAPID READING IN GREEK AUTHORS.

This course may be taken either to supplement the work of another course in the department or to pursue a special course of reading not otherwise provided for.

One-half unit credit. Offered 1963-64.

LATIN

Latin 1-2, 3-4, and 11-12 are open to all freshmen. Students are assigned to the proper course by interviews and a placement test. Qualified freshmen may be admitted to other courses with the permission of the instructor.

1-2. ELEMENTARY LATIN.

Forms, syntax, and vocabulary, simple prose reading, and composition. This course is intended for students who have had no Latin.

Not offered 1963-64.

One unit credit.

3-4. ELEMENTARY LATIN.

This course is intended for students who have had Latin previously but who are for any reason not ready for Latin 11-12. Reading in the works of Roman authors (a prose work in the first semester and poetry in the second) will provide the basic material of the course; but ample time will be allowed for a systematic and thorough study of the forms, syntax, and idioms of Latin in order to enable the student to acquire ease and fluency in using the language.

Not offered 1963-64.

One unit credit.

A student may not elect both Latin 1-2 and Latin 3-4 for credit.

11-12. INTERMEDIATE LATIN.

This course is intended for students who can read average Latin prose. The second semester affords an introduction to Latin poetry through selections from Catullus, Ovid, Propertius, and Tibullus.

Offered 1963-64.

One unit credit.

21-22. VERGIL: SELECTIONS FROM THE ECLOGUES, GEORGICS, AND AENEID VI-XII; LIVY: HISTORY, SELECTIONS.

Vergil presents an ideal of Rome and Rome's destiny in idyll, didactic epic, and heroic epic. Livy seeks an explanation of her greatness and an example for posterity in the facts of Rome's history. His work is a monument of post-Ciceronian prose and Roman historical method.

Offered 1963-64.

One unit credit.

23-24. PHILOSOPHY: CICERO, TUSCULAN DISPUTATIONS; LUCRETII, DE RERUM NATURA.

In these dialogues, Cicero presents in the main the Platonic view. Lucretius argues for Epicurus's creed in epic verse.

Not offered 1963-64.

One unit credit.

25-26. HORACE: SATIRES AND ODES; PLINY: SELECTED LETTERS.

These two authors afford an insight into the private lives and attitudes of typical Romans. In addition, Horace's works are examples of the two genres of satire and ode, and Pliny's letters are models of the conversational style of an educated Roman.

Not offered 1963-64.

One unit credit.

100. RAPID READING IN LATIN AUTHORS.

This course may be taken either to supplement the work of another course in the department or to pursue a special course of reading not otherwise provided for.

Not offered 1963-64.

One-half unit credit.

300. JUNIOR HONORS COURSE.

Independent study for junior candidates for Honors in Latin.

One-fourth to one unit credit.

400. SENIOR HONORS COURSE.

Independent study for senior candidates for Honors in Latin.

One-fourth to one unit credit.

## DRAMA

Professor Michael, *Chairman*

Mr. Birtwistle

It is the conviction of the department that some of man's most revealing and significant statements about himself have been made in his dramatic writing, in his plays; and that a play is to be understood in relation to the theater and particularly



to the theater for which it was written. It is with these thoughts in mind, and also with the aim of contributing to the diversity of the student's liberal education, that the department offers the series of courses described below.

There is no major in Drama, but a student may, by his choice of electives, achieve a degree of specialization in this subject matter.

25-26. INTRODUCTION TO THE THEATER.

An historical study of the institution of the theater, from its beginnings to the present time, together with an investigation of the nature of theater art and of its various practitioners: playwright, actor, director, designer, and audience. Problems, exercises and projects serve to demonstrate the connections between the course's two basic areas of interest—theater history and theater art, and to clarify the principles involved.

Offered 1963-64.

One unit credit.

27-28. INTRODUCTION TO THE DRAMA.

A study of the play as an artistic and literary form. The course emphasizes the theory and technique of the major forms of dramatic writing considered in relation to representative plays and to the theaters for which they were written. The problems of the playwright are examined in the light of some important works of dramatic criticism, and brought into focus by the practice of playwriting.

Not offered 1963-64.

One unit credit.

51-56. THE STAGE AND ITS PLAYS.

A study, in terms of the theater, of selected plays of a period of notable dramatic achievement, or of the work of an important playwright. Emphasis on the theatrical qualities of the plays and their staging by means of problems and exercises.

Prerequisite: Sophomore standing.

One-half unit credit each semester.

51. THE STAGE AND ITS PLAYS. THE GREEK AND ROMAN THEATER.

52. THE STAGE AND ITS PLAYS. THE ELIZABETHAN THEATER.

53. THE STAGE AND ITS PLAYS. THE THEATER OF THE 17th AND 18th CENTURIES.

54. THE STAGE AND ITS PLAYS. THE THEATER OF THE LATE 19th CENTURY.

55. THE STAGE AND ITS PLAYS. THE THEATER OF THE EARLY 20th CENTURY.

Offered 1963-64.

56. THE STAGE AND ITS PLAYS. THE CONTEMPORARY THEATER.

Offered 1963-64.

## ECONOMICS

Professor Titus, *Chairman*

Professor Trescott

Associate Professor Brehm

Assistant Professor Nordyke

It is the aim of the Department of Economics: (1) to familiarize students with the origins, character, and operation of our economic organization and other economic organizations of the past and present; (2) to investigate with students special fields and problems in economics with a view to obtaining an understanding of economic trends, forces, and principles, and their relation to the solution of such problems; and (3) to develop in students the habit of approaching all industrial and economic activity from a social rather than a private or individual point of view.

The training contemplates fitting the student for responsible citizenship and effective leadership in society, and gives him a background for professional work in the fields of public service and business.

*The Major Program.* Economics 11, 12 is a prerequisite to a major in Economics. Usually, in addition, eight semester courses in the department including 31, 32, and 63 are required. The eight may be reduced to six, with the consent of the student's adviser, if this will strengthen the major by the election of closely related cognate courses in other departments. Even when the full eight courses are taken, it is expected that some cognate courses will be elected. The selection of such courses will depend upon the student's interest. For example, a major with a concern for international economics and underdeveloped areas may want to elect Religion 26 and Political Science 24. The major with an interest in mathematics will want to elect Mathematics 7-8 or 31-32. Relevant history courses include 11-12, 23-24, 53-54, 63-64; relevant political science courses include 35, 41, 42, 61-62, 67-68. Clearly, many combinations of cognate courses with Economics are possible. The area of studies both within and outside Economics is to be determined jointly by the student and his adviser.

*The Comprehensive Examination.* The examination for pass majors is designed to test the student's understanding of basic theory, historical development of economic philosophies, contemporary institutions in the United States and abroad, current problems and their proposed solutions. The readings included on the Independent Reading List will be covered on the comprehensive examination.



*The Honors Program.* All majors with a B average or better are encouraged to read for Honors. Candidates for Honors will enroll in Economics 300, 400 in their junior and senior years and satisfy an external examiner in a written and oral examination. The examiner will be provided with a copy of the Independent Reading List.

11-12. INTRODUCTION TO ECONOMICS.

A study of the operation of modern economic society. Includes an introductory analysis of production, exchange, prices, distribution and national income.

Required of students who major in Economics. Offered every year.

One unit credit.

21. PRINCIPLES AND PROBLEMS OF ACCOUNTING.

A study of the basic financial statements and the records from which they are derived with the view to providing an understanding of the fundamental techniques and concepts employed and the use of accounting methods as a tool in other branches of economics. Includes an analysis of those areas of accounting which require the exercise of personal judgment.

Prerequisite: Economics 11-12, or consent of the instructor. Offered 1963-64.

One-half unit credit, 32 class hours, 32 clock hours of laboratory.

31. DEVELOPMENT OF ECONOMIC THOUGHT.

A study of the development of economic doctrine. Includes Greek and Roman thought, economic ideals of the Middle Ages, mercantilism, physiocracy, the English classical school, the Marxian analysis, and the Keynesian position.

Required of students who major in Economics.

Prerequisite: Economics 11-12. Offered every year.

One-half unit credit.

32. INTERMEDIATE ECONOMIC THEORY.

An intensive and advanced study of methods of economic analysis in the fields of production, exchange, price, distribution, and national income.

Required of students who major in Economics.

Prerequisite: Economics 11-12. Offered every year.

One-half unit credit.

42. ECONOMICS OF UNDERDEVELOPED COUNTRIES.

An examination of the circumstances surrounding, and of the obstacles to, economic growth, with emphasis upon present conditions in poor countries and particularly upon the current problems there of over-population, inadequate capital accumulation, and insufficient technological progress.



Prerequisite: Economics 11-12 or 12 concurrently. Offered every year.  
One-half unit credit.

63. MONEY, BANKING, AND FINANCE.

A study of the American monetary and financial system and its relation to prices, national income, and economic welfare; functions of financial institutions; the Federal Reserve System and monetary management.

Required of students who major in Economics.

Prerequisite: Economics 11-12. Offered every year.

One-half unit credit.

64. INTERNATIONAL ECONOMICS.

A study of the nature, bases, and effects of international economic relations; comparative advantage and gains from trade; balance of international payments; tariffs, exchange controls, and other policies.

Prerequisite: Economics 11-12. Offered every year.

One-half unit credit.

68. PUBLIC FINANCE.

A study of the effects of government spending, taxation, and borrowing upon the private economy; attention is given to particular taxes and tax systems used by the different levels of government.

Prerequisite: Economics 11-12. Not offered 1963-64.

One-half unit credit.

71. LABOR UNIONS AND THE ECONOMY.

A study of the development, structure, government, and policies of labor organizations; major issues in union-management relations; problems of public policy.

Prerequisite: Economics 11-12. Offered 1963-64.

One-half unit credit.

72. GOVERNMENT AND LABOR.

A study of legislation designed to benefit labor groups, and to control organized labor and management.

Prerequisite: Economics 11-12. Not offered 1963-64.

One-half unit credit.

## 75. BUSINESS FLUCTUATIONS.

An examination of the causes and consequences of economic instability, depressions, and inflation, and analysis of methods of securing economic stability. Course includes an introduction to quantitative methods of economic research.

Prerequisite: Economics 63. Offered 1963-64.

One-half unit credit.

## 77. GOVERNMENT CONTROL OF BUSINESS.

A study of the extent, techniques and effects of monopolistic business practices and concentration of economic power; anti-trust legislation and other approaches to social control.

Prerequisite: Economics 11-12. Offered 1963-64.

One-half unit credit.

## 78. COMPARATIVE ECONOMIC SYSTEMS.

A comparative study of the Soviet system, American capitalism and liberal-democratic socialism. Chief emphasis of the course will be on a fundamental analysis of the Soviet system, including the organization and management of industry and agriculture, national planning, the position of labor, and the problem of incentives.

Prerequisite: Economics 11-12. Offered 1963-64.

One-half unit credit.

## 100. INDEPENDENT STUDY.

For students who are not candidates for Honors but who wish to do advanced work in regular courses or to study subjects not included in course offerings.

Prerequisite: Major in Economics and consent of the instructor. Offered every year.

One-fourth to one-half unit credit to be determined at the beginning of the course.

## 300. JUNIOR HONORS COURSE.

For juniors who are candidates for Honors in Economics.

Prerequisite: Junior standing and consent of the instructor. Offered every year.

One-half to one unit credit to be determined at the beginning of the course.

## 400. SENIOR HONORS COURSE.

For seniors who are candidates for Honors in Economics.

Prerequisite: Senior standing and consent of the instructor. Offered every year.

One-half to one unit credit to be determined at the beginning of the course.

## KENYON COLLEGE

## ENGLISH

Professor Sutcliffe, *Chairman*

Professor Daniel

Associate Professor Berman

Associate Professor Roelofs

\*Assistant Professor Feldman

Assistant Professor Feltes

Mr. Bing

Mr. Church

Courses in the Department of English are designed both for those who wish to cultivate literary understanding as part of their liberal education and for those who contemplate professional careers in literary scholarship. It should not be supposed that the major in English is preparatory only to professional literary work. It is excellent preparation for careers in the church or the law, in business, in practical politics—and, indeed, for the conduct of private life.

The aim of the department is to encourage the enjoyment, the close understanding, and the critical appreciation of texts. The student is introduced to a variety of critical methods in courses arranged according to major authors, periods, and kinds. The courses are conducted by lecture and discussion, and they all demand that the student write a number of papers.

## COURSES IN WRITING

English 1-2 and 15 do not count for diversification in the Humanities or toward major study in English. All entering freshmen are required to enroll in English 1-2.

## 1-2. WRITING AND READING.

In the conviction that good writing can best be taught along with the reading of good literature, this course introduces the student to several of the major literary kinds in fine examples. Satire, lyric, epic, drama, novel, short story, exposition, criticism are all carefully studied and discussed and papers are written about them.

This course is prerequisite for all courses in English literature and language.

Offered every year.

One unit credit.

## 15. ADVANCED WRITING.

Students' writing will be criticized in the classroom and in individual conferences. There will be parallel reading and discussion of contemporary poets,

\*On leave of absence 1963-64



novelists, and short story writers. Expository prose will not be considered. The course may be repeated once.

Prerequisite: Consent of the instructor. Not offered 1963-64.

One-half unit credit.

## COURSES IN LITERATURE AND LANGUAGE

*Prerequisite.* English 1-2 is the prerequisite for all courses in Literature and Language.

*Diversification.* The courses listed below count toward diversification in the Division of Humanities unless it is otherwise indicated.

*The Major Program.* The department does not prescribe particular courses as constituting a major program. It does ask the student to demonstrate, in a comprehensive examination, his familiarity with the prescribed list of texts in English and American literature and his ability to discuss them critically and historically. A copy of the syllabus is given to the student when he enters the department. Many of the texts there listed are studied in course, but a considerable amount of reading must be done independently. The student may not enroll in more than five unit credits in the major department.

Students intending to major in English are strongly recommended to enroll in English 21-22 in the sophomore year. English 17-18 is also strongly recommended.

*The Degree with Honors in English.* Superior students are encouraged to read for the degree with Honors in English. The student should apply to become a candidate for the degree with Honors at the end of his sophomore year, when he elects his major study. In exceptional cases a candidate may be admitted to the program at the end of the first semester of his junior year. The candidate for the degree with Honors is exempt from the Faculty's limitation upon the number of courses he may take in his major subject.

During the junior year, the candidate meets in seminar to explore literary problems and to read his essays on them. (See English 300.) During part of that year and all of the senior year, he prepares his Honors essay under the supervision of a member of the department.

The Honors comprehensive examination, which is both written and oral, will be administered by a visiting examiner. The candidate is expected to demonstrate a superior undergraduate knowledge of literature in English and a superior undergraduate command of a special subject.

### 17-18. THE GROWTH AND STRUCTURE OF THE ENGLISH LANGUAGE.

A historical study of English sounds, inflections, vocabulary, and usage, with attention to the history of lexicography and of grammatical theory. Study will be closely allied to appropriate literary texts; much attention will be given to ways in which writers of various periods have exploited and developed the language.

Does not count for diversification. Offered 1963-64.

One unit credit.

## 21-22. INTRODUCTION TO THE HISTORY OF ENGLISH LITERATURE.

A survey of the periods, kinds, and major figures and texts of English literature from the Old English to the modern period. Emphasis will be placed on specific authors and texts of each period. Supplementary readings and essays. Primarily a sophomore course; recommended for prospective majors in English.

Offered 1963-64.

One unit credit.

## 23-24. CHAUCER AND MIDDLE ENGLISH LITERATURE.

A study of the styles, kinds, and themes of late Medieval English literature. A reading of *The Canterbury Tales*, *Troilus and Criseyde*, and selected lesser works of Chaucer with attention to the Middle English language. The works of some of Chaucer's contemporaries and successors will be read: *The Pearl*, *Sir Gawaine and the Green Knight*, *The Testament of Cresseid*, and selections from *Piers Plowman*. Supplementary readings and essays.

Offered in alternate years. Not offered 1963-64.

One unit credit.

## 25-26. SHAKESPEARE.

Critical reading of all the plays with special attention to Shakespeare's development as dramatist and poet and to the literary, intellectual, and political milieu of the plays.

Offered 1963-64.

One unit credit.

## 31-32. SPENSER AND MILTON.

A study of the Renaissance Poet, the "new poetry," and the tradition of Humanism and related ideas from the *Shepheardes Calender* to the second edition of *Paradise Lost*. The minor poetry and *The Faerie Queene* of Spenser; the minor poetry, selected prose, *Paradise Lost*, *Paradise Regained*, and *Samson Agonistes* of Milton will be read. Emphasis will be placed on close analysis of the poetry and on the development of Spenser and Milton as poets in relation to the Renaissance ideal. Supplementary readings and essays.

Offered in alternate years. Offered 1963-64.

One unit credit.

## 37-38. THE NINETEENTH CENTURY.

The primary emphasis of the course will be on the poetry of the major romantics: Wordsworth, Coleridge, Byron, Shelley, Keats, Tennyson, Browning, Arnold and Hopkins. Prose will be read as a background to the verse through the letters and critical writings of the first two generations of romantic poets and through selected works of Victorian prose for the third. Reports and papers.

Offered 1963-64.

One unit credit.

44. POETRY OF OUR OWN AGE.

Readings in the volumes of six or seven of the following poets with a view toward establishing what is typical and distinctive of modern poetry: Hopkins, Hardy, Yeats, Dickinson, Housman, Robinson, Frost, Stevens, Eliot, Auden, and Thomas.

Not offered 1963-64.

One-half unit credit.

45-46. READINGS IN AMERICAN LITERATURE.

Close critical study of some major writers and traditions in American literature. The first portion of the course concentrates on the writers of the mid-nineteenth century; the second introduces selected writers from Whitman to the present day. Papers.

Offered every year.

One unit credit.

47-48. THE NOVEL.

A study of major novels written in English, from *Moll Flanders* to the works of British and American writers of the present. The approach is predominantly critical, but the historical development of the novel and its relation to society are also considered.

Offered every year.

One unit credit.

49-50. THE SEVENTEENTH CENTURY.

The cultural and literary revolutions in England, from Metaphysical to Augustan ways of thought. The poetry of Donne, Herbert, Marvell and Dryden, the prose of Anglican and Puritan. The interrelationship of literature, politics, and science.

Offered 1963-64.

One unit credit.

51. READINGS IN MODERN EUROPEAN LITERATURE.

Works dealing with the position of man in a world of changing social, moral, and religious values will be stressed. Readings in Tolstoy, Dostoyevsky, Nietzsche, Chekhov, Kafka, Mann, and Camus. This course does not count toward the major in English.

Offered in alternate years. Not offered 1963-64.

One-half unit credit.



## 53. READINGS IN MODERN EUROPEAN LITERATURE.

Readings in works of psychological exploration and literary experiment by Flaubert, Proust, Gide, Strindberg, Pirandello, Brecht, and Sartre. This course does not count toward the major in English.

Offered in alternate years. Not offered 1963-64.

One-half unit credit.

## 100. SEMINAR IN ENGLISH LANGUAGE AND LITERATURE.

A study of English literature in terms of traditional critical distinctions, as, for example, between comedy and tragedy, and lyric and narrative. The usefulness of critical theory is tested in extensive reading in literature of all periods, and different approaches to literature are explored. The course is primarily for senior English majors, but other students who have read widely can be admitted with the consent of the instructor.

One unit credit.

## 200. INDEPENDENT STUDY.

One unit credit.

## 300. JUNIOR HONORS SEMINAR.

Seminar for junior candidates for Honors. Independent investigation of literary problems leading toward selection of a subject for the Honors essay.

One unit credit.

## 400. SENIOR HONORS COURSE.

Independent study in preparation of the Honors essay. A member of the department serves as supervisor.

One unit credit.

## FRENCH

Professor Harvey, *Chairman*

Mr. Johns

Mr. Seymour

The Department offers three courses stressing the active use of the French language, French 1-2, 11-12, and 21, 22. All other courses stress the study of literature. Prospective majors should understand that study of the French language for personal communication, while highly desirable, is not the central concern in a major program in French literature. The Department, however, encourages proficiency in the use of French, and recommends that majors and prospective majors consider spending at least one summer in a school of French in this country or in French-speaking countries.

The Department is pleased to advise prospective majors who wish to spend their Junior year in France. Plans should be made as early as possible.

Students who wish to organize a French table are assured of our co-operation.

Copies of the French syllabus and of "A Program of French Studies," reprinted from the *French Review*, are available. A minimum program for majors consists of three courses numbered in the 40's or above. Students planning to major in French literature are urged to take courses in the Division of Humanities and the Division of Social Sciences which will further their understanding of French civilization and to seek cognate knowledge by taking courses in English literature, and in classical and modern languages and literatures.

Eligible students are urged to read for Honors.

1-2. ELEMENTARY FRENCH.

For students beginning French in college.

Offered every year.

One unit credit.

11-12. INTERMEDIATE FRENCH.

For students who have had one year of college French or two years of secondary school French.

Offered every year.

One unit credit.

21. FRENCH COMPOSITION.

Intensive review of French grammar for speaking and writing. For students who have taken two years of college French or three years or more of secondary school French.

Offered every year in the first semester. Recommended for prospective majors.

One-half unit credit.

22. FRENCH COMPOSITION.

Introduction to style. Oral and written discussion of brief texts dealing with French civilization. For students who have taken two years of college French or three years or more of secondary school French.

Offered every year in the second semester. Recommended for prospective majors.

One-half unit credit.

33. INTRODUCTION TO FRENCH LITERATURE.

A non-historical study of examples of poetry. For students who have taken two years of college French or three years or more of secondary school French.

Offered first semester 1964-65. Recommended for prospective majors.

One-half unit credit.

## 34. INTRODUCTION TO FRENCH LITERATURE.

A non-historical study of examples of prose. For students who have taken two years of college French or three years or more of secondary school French.

Offered second semester 1964-65. Recommended for prospective majors.

One-half unit credit.

## 41-42. THE READING OF FRENCH POETRY.

A study of poems from the sixteenth century to the present but with emphasis on the nineteenth century.

Not offered 1963-64.

One unit credit.

## 43-44. FRENCH LITERATURE OF THE EIGHTEENTH CENTURY.

The first semester surveys the Enlightenment with primary emphasis on Voltaire, Rousseau, and Diderot. The second semester deals with representative novels and plays. With consent of the instructor either semester may be taken as a half unit course.

Prerequisite: Consent of the instructor. Offered 1963-64.

One unit credit.

## 51-52. CONTEMPORARY FRENCH LITERATURE.

Part seminar and part lecture course to examine the major movements in French literature in the last fifty years, including the study of authors such as Anatole France, Gide, Mauriac, Montherlant, Malraux, Sartre, Camus, Simone de Beauvoir, Anouilh and Cocteau.

Not offered 1963-64.

One unit credit.

## 69-70. FRENCH LITERATURE IN THE SEVENTEENTH CENTURY.

Prerequisite: Consent of the instructor. Offered 1963-64.

One unit credit.

## 71-72. NINETEENTH CENTURY FRENCH LITERATURE.

Prerequisite: Consent of the instructor. Not offered 1963-64.

One unit credit.

## 75-76. MEDIEVAL FRENCH LITERATURE.

Prerequisite: Consent of the instructor. Not offered 1963-64.

One unit credit.



## 100. TOPICS IN FRENCH LITERATURE.

This course is designed to meet the needs of small groups of advanced students in French. Class-room discussion is in French.

Prerequisite: Consent of the instructor.

One-half unit credit.

## 300. JUNIOR HONORS COURSE.

Independent study for junior candidates for Honors under the direction of the Honors supervisor.

One unit credit.

## 400. SENIOR HONORS COURSE.

Independent study for senior candidates for Honors under the direction of the Honors supervisor.

One unit credit.

## GERMAN

Professor Haywood, *Chairman*

Mr. Hecht

Mr. Lide

The Department offers instruction in both the language and the literature of Germany, Austria, and Switzerland. The number designating a particular course is intended to serve as a key to the character of that course. Thus, courses numbered below twenty are basic language courses. Courses numbered in the twenties are advanced language courses and will ordinarily be taken only by students who have passed the placement test. Courses numbered in the thirties undertake examination of the short prose works, the lyric poetry, and dramas of authors in the period, while attention is also given to the major movements in the literature and the other arts in the decades under examination. Special topics and the major works of a particular author or period are covered in courses numbered in the forties; these courses do not assume any previous knowledge of German literature on the part of students enrolled in them. The prerequisite for all courses in literature is a good reading knowledge of German.

The major program comprises five courses beyond the intermediate level, including 21-22. Honors candidates may take more than five units of credit and they are urged to do so, particularly if they are contemplating graduate study. A thesis is required of all honors candidates.

Students who wish to have an opportunity to use their German are invited to the German Table which meets on Tuesday evenings in the private dining room of Peirce Hall.

## 1-2. ELEMENTARY GERMAN.

For students beginning German in college. Emphasis on speaking and reading, with unedited German prose being read by the end of the year.

Offered every year.

One unit credit.

## 3-4. INTERMEDIATE GERMAN (CONCENTRATED)

Designed for students whose preparation has not adequately prepared them for the usual intermediate course. The course meets six hours a week throughout the year and a passing grade in this course will satisfy the language requirement in German. Students will be assigned to the course on the basis of their performance on the placement test.

Offered every year.

One unit credit.

## 11-12. INTERMEDIATE GERMAN.

The course emphasizes reading and discussion in German of classical and contemporary German works. Students enroll in the course after completing 1-2 or upon being assigned to the course on the basis of their performance on the placement test. The College's language requirement is met by successful completion of this course. Four meetings per week.

Offered every year.

One unit credit.

## 13-14. INTERMEDIATE CONVERSATION.

Open only to students who have the permission of the instructor. The course will be valuable to those who wish to develop their active command of the language and it is particularly recommended to students who contemplate a career in government service. Three class meetings per week.

Not offered 1963-64.

One-fourth unit credit.

## 21-22. ADVANCED CONVERSATION AND COMPOSITION.

This course is required of German majors and of those who intend to apply for grants to study in Germany, Austria, or Switzerland. Prerequisite: 13-14 or equivalent ability.

Offered 1964-65.

One unit credit.

## 31-32. GERMAN LITERATURE OF THE EIGHTEENTH AND NINETEENTH CENTURIES.

In the first part of the course selected works of Goethe, Schiller, and the

Romantic poets will be read and discussed with reference to the background of the age in which, as one English historian put it, "all modern ideas were conceived in Germany." The second part of the course will study the trend towards realistic presentation in the literature of the nineteenth century, together with discussion of developments in Germany's political and intellectual life. Authors to be read include Heine, Büchner, Keller, Meyer, Storm.

Offered 1964-65.

One unit credit.

33-34. CONTEMPORARY GERMAN LITERATURE.

Major works of modern writers, including Rilke, Brecht, Mann, Kafka, Dürrenmatt and Benn, will be read and discussed.

Offered 1963-64.

One unit credit.

41-42. GERMAN LITERATURE IN TRANSLATION.

This course is designed to acquaint students who have no knowledge of German with major German writers and the character of modern German culture. Among the authors to be read from time to time are Goethe, Hölderlin, Grillparzer, Büchner, Hebbel, Hauptmann, Mann, Kafka, Brecht. The course is *not* open to students who have satisfied the language requirement in German.

Offered 1964-65.

One unit credit.

43. GOETHE'S *Faust* AND THE FAUST LEGEND.

Detailed interpretation of the major masterpiece of German literature, together with an examination of the Faust legend and treatments of the Faust theme by other authors.

Offered 1963-64.

One-half unit credit.

44. GOETHE.

A close examination of the writings of Germany's major poet, with reference to the works of his major contemporaries and the background of his age.

Offered 1963-64.

One-half unit credit.

45. THOMAS MANN.

Detailed examination of some half dozen novels by Germany's foremost modern writer. Since all the works to be read are available in adequate translation, the



course may be taken for credit, with permission of the instructor, by students who have no knowledge of German.

Offered 1964-65.

One-half unit credit.

#### 46. MEDIEVAL GERMAN LITERATURE.

Reading in the original language of the epic and lyric poetry of the medieval Golden Age.

Offered 1963-64.

One-half unit credit.

#### 100. SPECIAL TOPICS.

Offered every year in the second semester, this course will undertake the study of a particular work, a major author, or the literature of a period not covered in regular courses. The course is designed primarily for majors in German and may not be taken by others unless the permission of the instructor has been obtained.

One-half unit credit.

#### 300. JUNIOR HONORS COURSE.

Independent study for junior candidates for Honors under the direction of the Honors supervisor.

One unit credit.

#### 400. SENIOR HONORS COURSE.

Independent study for senior candidates for Honors under the direction of the Honors supervisor.

One unit credit.

## HISTORY

Professor Warner, *Chairman*

\*Professor Bailey

Professor McGowan

Professor Ritcheson

Associate Professor Baker

Assistant Professor Hamilton

The courses in History aim primarily to foster an enjoyment of history, but they attempt to make the student's interest in the past a discriminating one by encouraging: (1) a detached and judicious attitude toward sources of historical information, (2) a sympathetic understanding of past times according to the

\*On sabbatical leave 1963-64

standards of those times, and (3) an evaluation of historic institutions and movements in the light of their effects upon posterity.

In addition to its cultural significance, such an historical approach to the solution of modern problems is of value to those intending to take up such professions as the ministry, teaching, the law, journalism, politics, or the foreign service.

*The Major Program.* As a prerequisite to a major in History, course 11-12 is required. In addition the major must complete satisfactorily a minimum of eight semester courses in the department including the independent study courses in the junior and senior years. The maximum is five unit credits in the department beyond the introductory course.

*The Comprehensive Examination* for pass majors is designed to test the major's understanding of the principal trends and forces in the history of Europe and the United States from the rise of Christianity to World War II and his more intensive knowledge of two of the following three areas:

- a) Medieval and Early Modern European History to the sixteenth century.
- b) Modern European History from the sixteenth century.
- c) American History from the founding of the Colonies.

*Course Sequence* for students who wish to major in History is recommended below:

Freshman — History 11-12.

Sophomore — Elect one year course (e.g., 23-24).

Junior and Senior — Programs are planned in consultation with the department.

*Honors.* All majors with a B average or better are encouraged to read for Honors. The Honors program for each student is made out at the beginning of his junior year. Each candidate for Honors will be registered in the independent study course his junior year and first semester of his senior year, and in the Honors dissertation course his senior year.

## 1-2. MEDIEVAL AND EARLY MODERN EUROPEAN HISTORY TO THE SEVENTEENTH CENTURY.

A survey of the history of Western Europe from the beginning of the Christian Era through the Reformation.

Prerequisite: Sophomore standing. Offered each year.

One unit credit.

## 11-12. EUROPE AND THE UNITED STATES SINCE 1750.

A survey of the history of European and American civilization from 1750 to the present.

No prerequisite. Offered each year.

One unit credit.

17. GREEK HISTORY.

The primary concern is with the history and civilization of the ancient Greeks from their first arrival in the Aegean area (2000-1000 B. C.) to the death of Alexander (323 B. C.); but attention is also given to their contacts, both cultural and political, with other nations of the Mediterranean.

Prerequisite: Sophomore standing. Not offered 1963-64.

One-half unit credit.

18. THE HELLENISTIC AGE.

The political history of the Eastern Mediterranean from Alexander's conquest to the Roman domination is covered; but the emphasis is on the civilization of the period, which laid the foundations of modern science, philosophy, and literature.

Prerequisite: Sophomore standing. Not offered 1963-64.

One-half unit credit.

19. ROMAN HISTORY: THE REPUBLIC.

The rise and development of Roman civilization and the course of Roman history are traced from the beginning of the Iron Age in Italy, about 1000 B.C., to the collapse of the Republic in the Civil Wars and the accession of Augustus, the first emperor.

Prerequisite: Sophomore standing, or consent of the instructor.

Not offered 1963-64.

One-half unit credit.

20. ROMAN HISTORY: THE EMPIRE.

The conversion of the Roman city-state into a world state and of the principate of Augustus into an absolute monarchy provides a framework within which developments in literature, religion, administration, and law are studied. The period covered runs from the dictatorship of Julius Caesar to the reign of Constantine.

Prerequisite: Sophomore standing, or consent of the instructor.

Not offered 1963-64.

One-half unit credit.

21. AMERICAN COLONIAL HISTORY.

A study of the early explorations and discoveries, the founding and growth



of the English colonies in North America, mercantilism, intercolonial rivalries, events leading to the Revolution, and the winning of independence.

Prerequisite: Sophomore standing. Offered 1963-64.

One-half unit credit.

23-24. THE UNITED STATES SINCE 1783.

A study of American politics, society, and thought from the founding of the American nation to World War II.

Prerequisite: Sophomore standing. Offered each year.

One unit credit.

25. AMERICAN POLITICAL THOUGHT.

See Political Science 43.

No prerequisite. Offered 1963-64.

One-half unit credit.

26. THE UNITED STATES SINCE 1900.

A study of the political, economic, social, and intellectual aspects of American civilization in the twentieth century to World War II.

No prerequisite. Offered 1963-64.

One-half unit credit.

27. DIPLOMATIC HISTORY OF THE UNITED STATES, 1783 TO THE PRESENT.

This course emphasizes the diplomatic problems of the early years of the Republic, the diplomacy of westward expansion, the rise of the United States as a world power, and the growth of the concept of collective security. Stress is placed on the basic principles, the major trends and shifts in objectives, and the social, economic, and constitutional forces which have shaped American foreign policy.

Prerequisite: Sophomore standing. Not offered 1963-64.

One-half unit credit.

29-30. AMERICAN CONSTITUTIONAL DEVELOPMENT.

See Political Science 61-62.

Prerequisite: Political Science 1-2, or History 23-24, or major in Economics.

Offered 1963-64.

One unit credit.

**43-44. EUROPE IN THE MIDDLE AGES.**

A study of the emergence and evolution of Western European civilization from the fourth to the fourteenth century.

Prerequisite: Sophomore standing. Not offered 1963-64.

One unit credit.

**45-46. EUROPE IN THE EARLY MODERN PERIOD.**

A study of the religious, intellectual, artistic, economic, social and political aspects of the fourteenth, fifteenth, and sixteenth centuries.

Prerequisite: Sophomore standing. Offered 1963-64.

One unit credit.

**47-48. EUROPE IN THE SEVENTEENTH AND EIGHTEENTH CENTURIES.**

A study of the political, religious, economic, and cultural developments in seventeenth and eighteenth century Europe. The emphasis will be on the history of no single nation, but on ideas and institutions fundamental to the definition of European civilization and its relation to the modern world.

Prerequisite: Sophomore standing. Not offered 1963-64.

One unit credit.

**53-54. EUROPE FROM 1789 TO 1914.**

A study of the politics, economy, and thought of the nations of Europe from the eve of the French Revolution to the outbreak of World War I.

Prerequisite: Sophomore standing. Offered 1963-64.

One unit credit.

**55. CONTEMPORARY EUROPE: WORLD WAR I TO THE PRESENT.**

The course emphasizes the organization for peace following the first World War, the Communist, Fascist, and Nazi movements, the origins of the second World War, its events and aftermath.

Prerequisite: Sophomore standing. Offered 1963-64.

One-half unit credit.

**63-64. ENGLISH HISTORY.**

A study of general English history from its origins, but conducted so that each student may select one or more aspects of the subject for intensive reading. This arrangement enables pre-law students to follow constitutional growth, students of literature to emphasize social and literary history, theological students to study the Church, and prospective businessmen to trace economic developments.

Prerequisite: Sophomore standing. Offered each year.

One unit credit.

67-68. THE DEVELOPMENT OF POLITICAL THEORY.

See Political Science 67-68.

Prerequisite: Political Science 1-2, or Philosophy 1-2, or consent of the instructor. Offered each year.

One unit credit.

80. LATIN-AMERICAN HISTORY.

This course treats the ancient civilizations in the Western Hemisphere, the colonial systems of Spain and Portugal, the Wars for Independence, the subsequent history of Latin-American states and their relations with each other and with foreign powers. It analyzes present conditions, problems, and the trends in the individual states.

Prerequisite: Sophomore standing. Offered 1963-64.

One-half unit credit.

200. INDEPENDENT STUDY FOR SENIORS.

This course is intended primarily for majors in History. It will be devoted to readings and written essays on selected topics in the history of Medieval and Early Modern Europe to 1600 in one semester, and in the history of Modern Europe and America from the founding of the colonies in the other.

Offered each year.

One unit credit.

300. JUNIOR HONORS COURSE.

This course is for Junior Honors candidates and will be devoted to readings and written essays in selected topics in the history of Medieval and Early Modern Europe in one semester, and in the history of Modern Europe and America since 1500 in the other.

Offered each year.

One unit credit.

400. SENIOR HONORS COURSE.

In the Senior Honors course the candidates for honors will divide their time between readings and written essays in selected topics in American history since the founding of the colonies, and the research and writing of their honors thesis.

Offered each year.

One unit credit.



## MATHEMATICS

\*Professor Finkbeiner, *Chairman*

Professor Nikodym

†Professor Transue

Associate Professor Lindstrom

Assistant Professor Ryeburn

The mathematics curriculum is planned to achieve the following objectives: (1) to present mathematics as an art as well as a science, revealing the cultural and aesthetic values of mathematical ideas and processes; (2) to enable the student to read concise scientific literature with understanding; (3) to train the student to express his thoughts in precise language, both orally and in writing, and to reason with rigor and economy of thought; (4) to familiarize the student with those mathematical theories and methods which are fundamental in the study of the natural sciences and economics; (5) to prepare the student for graduate work in mathematics.

There are four mathematics courses open to students who have had no previous college course in this subject: Mathematics 1-2, 3-4, 7-8, and 11-12. An entering student who plans to enroll in any mathematics course is given a placement test to determine the degree of his preparation. A freshman interested in engineering, the physical sciences, or mathematics should normally enroll in Mathematics 11-12, but if the placement test indicates that his preparation is inadequate, he must start with Mathematics 1-2.

Students who give clear evidence of unusual mathematical promise and preparation may be permitted to enroll in a Scholars Section of Mathematics 21-22, regardless of their major interest. This special course is intended to give exceptional students a more rigorous foundation in mathematics and to encourage independent study during the sophomore year, prior to admission to the Honors Program.

A major in mathematics will normally include courses 11-12, 21-22, 61-62, 65-66, and at least one of the following: 25-26, 31-32, or 100.

## 1-2. FIRST COURSE IN COLLEGE MATHEMATICS.

This is primarily an algebra course selected from the following topics: logic, set theory, probability theory, statistics, introductory calculus and applications of mathematics to the behavioral sciences. It should be valuable for students majoring in the social or biological sciences, or as a background course for Mathematics 11-12.

Offered every year.

One unit credit.

## 3-4. MATHEMATICAL CONCEPTS AND METHODS.

Because the ability to reason precisely is valuable in every field of endeavor,

\*On leave of absence, second semester 1963-64

†On sabbatical leave, first semester 1963-64

this course is offered primarily for the non-scientific student who is more interested in the methods of mathematics than in its specific technique. Some of the fundamental ideas of modern mathematics are analyzed and the application of deductive reasoning is stressed. Topics chosen to stimulate rigorous thought and to convey the spirit of the subject include logic, set theory, and a development of the real number system.

Not offered 1963-64.

One unit credit.

#### 7-8. INTRODUCTION TO STATISTICS.

An understanding of statistical methods has become necessary for advanced work in biology, medicine, psychology, and economics. In this course a study is made of statistical methods and the mathematical foundation upon which statistical principles are erected. A student who contemplates taking Mathematics 21-22 should plan to take Mathematics 31-32 rather than this course.

Not offered 1963-64.

One unit credit.

#### 11-12. ANALYTIC GEOMETRY AND CALCULUS.

This course offers a unified introduction to Calculus and Analytic Geometry. Functions and limits are studied intensively as a foundation for understanding the derivative and integral and their significant applications. The study includes algebraic, trigonometric, exponential and logarithmic functions. Mathematics 11-12 is prerequisite to all advanced courses in mathematics.

Offered 1963-64.

One unit credit.

#### 21-22. CALCULUS.

The study of the derivative and integral is extended and deepened, and applications to geometry and other sciences are considered.

A Scholars' Section, Mathematics 21S-22S, is offered for students who show unusual promise in mathematics or science. The Scholars' Section undertakes a more general and rigorous approach to calculus, laying an especially solid foundation for advanced work in mathematics or physical sciences.

Prerequisite: Mathematics 11-12 or the equivalent. Offered 1963-64.

One unit credit.

#### 25-26. ANALYTIC AND PROJECTIVE GEOMETRY.

A brief study of solid analytic geometry is followed by a more extensive consideration of projective geometry, with special attention to connections with algebra and other fields of mathematics.

Prerequisite: Mathematics 11-12. Not offered 1963-64.

One unit credit.



## 31-32. MATHEMATICAL STATISTICS.

A study is made of probability and its applications in the theory of random variables. Such topics as sampling theory, testing hypotheses, estimation of parameters and correlation are examined with attention to their practical use.

Prerequisite: Mathematics 21-22. Not offered 1963-64.

One unit credit.

## 61-62. ADVANCED CALCULUS.

Topics considered are: Infinite series in general, Fourier series, partial derivatives and multiple integrals, simple differential equations, vector analysis.

Prerequisite: Mathematics 21-22. Offered 1963-64.

One unit credit.

## 65-66. MODERN ALGEBRA.

Topics: Integers, rational numbers and fields, real numbers, polynomials, complex numbers, groups, vectors, matrices, linear transformations, determinants.

Prerequisite: Mathematics 11-12. Offered 1963-64.

One unit credit.

## 100. SEMINAR IN MATHEMATICS.

The content of this course is adapted to the abilities, needs, and preferences of advanced students in mathematics. Topics recently studied include General Topology, Algebraic Topology, Functions of a Complex Variable, Fundamental Concepts, Differential Equations, Abstract Algebra, Functions of a Real Variable.

One unit credit.

## 200. PROBLEMS IN MATHEMATICS.

An informal series of discussions on contemporary mathematics, especially intended to reveal the nature and methods of mathematical research, presented by members of the Department and Honors Candidates. Required of all mathematics majors and open to other students by permission of the Department.

No academic credit.

## 300. JUNIOR HONORS COURSE.

A course of variable content adapted to the needs of junior candidates for Honors in mathematics.

One-fourth to one unit credit.

## 400. SENIOR HONORS COURSE.

A course of variable content adapted to the needs of senior candidates for Honors in mathematics.

One-fourth to one unit credit.



## MILITARY SCIENCE

## AIR SCIENCE

Colonel Grubb, *Chairman\**

Lieutenant Colonel Davis

Captain Barrett

Basic courses (1-2; 21-22) are open to all physically qualified students. Advanced courses (31-32; 41-42) are open to physically qualified students who are accepted by the Professor of Air Science. All interested students should confer with the chairman of the department prior to registration. The basic course is a two-year course having a half unit of credit and the advanced courses are year courses carrying one unit of credit each. A total of  $2\frac{1}{2}$  units of credit is given for the program.

## 1-2. BASIC AIR SCIENCE I.

Foundations of Aerospace Power. An introductory examination of the factors of aerospace power, major ideological conflicts, requirements for military forces in being, responsibilities of citizenship, development and traditions of the military profession, role and attributes of the professional officer in American democracy, organization of the armed forces as factors in the preservation of national security, and the United States Air Force as a major factor in the security of the free world. An average of not less than two classroom hours per week for the full academic year (a total of 60 classroom hours). A two or three semester hour college course which contributes to the professional education of an Air Force officer will be accepted for 30 of the classroom hours.

Cadets will attend one hour leadership laboratory per week.

Offered every year.

One-fourth unit credit, 60 class hours.

## 21-22. BASIC AIR SCIENCE II.

Fundamentals of Aerospace Weapon Systems. An introductory survey of aerospace missiles and craft, and their propulsion and guidance systems; target intelligence and electronic warfare; nuclear, chemical and biological warhead agents; defensive, strategic and tactical operations; problems, mechanics and military implications of space operations; and a survey of contemporary military thought. An average of not less than two classroom hours per week for the full academic year (total of 60 classroom hours). A two or three semester hour college course which contributes to the professional education of an Air Force officer will be accepted for 30 of the classroom hours.

Cadets will attend one hour leadership laboratory per week.

Prerequisite: AS 1-2, or equivalent. Offered each year.

One-half unit credit for the Basic Course I, II.

\*Headquarters at Ohio Wesleyan University, Delaware, Ohio

## 31-32. ADVANCED AIR SCIENCE.

Air Force Officer Development. Staff organization and functions, and the skills required for effective staff work, including oral and written communication and problem solving; basic psychological and sociological principles of leadership and their application to leadership practice and problems; and an introduction to military justice. An average of not less than four classroom hours per week for the full academic year (a total of 120 classroom hours).

Prerequisite: Air Science 1-2, 21-22, or equivalent and approval of the Professor of Air Science. Offered 1963-64.

One unit credit, 120 class hours.

## 41-42. ADVANCED AIR SCIENCE.

Global Relations. An intensive study of global relations of special concern to the Air Force officer, with emphasis on international relations and geography. Also may include weather and navigation, and briefing for commissioned service. An average of not less than four classroom hours per week for the full academic year (a total of 120 classroom hours).

Prerequisite: Air Science 21-22 or equivalent, and the approval of the Professor of Air Science. Not offered 1963-64.

One unit credit, 120 class hours.

## MUSIC

Professor Schwartz, *Chairman*

Assistant Professor Lendrim

The courses in this department are designed to foster an understanding of music past and present, both from the critical and the creative points of view. In the introductory course the aim is on one hand to make a more discriminating listener out of a mere music lover, and on the other hand to give a firm grounding in theory to the potential composer or performer. Advanced courses go more deeply and specifically into music composition or music history. In all subjects stress is laid upon presenting music not as an isolated cultural phenomenon, but as one of several related forms of artistic expression.

## 1. CHORAL LITERATURE.

Ear-training and sight-reading; analysis and performance of standard works for men's chorus. Recommended for those interested in membership in the Chapel Choir and the Kenyon Singers. This course does not count for diversification.

One-fourth unit credit for any two semesters.

Not offered 1963-64.

## 11-12. INTRODUCTION TO MUSIC.

Study of tonal and temporal elements of music; analysis of texture and structure of musical form; discussion of musical instruments and their function; critical listening to significant vocal and instrumental works of main periods; aesthetic evaluation of music as part of our general culture.

Prerequisite: Sophomore standing or better. Offered every year.

One unit credit.

## 21-22. ELEMENTARY COMPOSITION.

Principles and techniques of strict style counterpoint and harmony. Analysis of musical forms; elementary orchestration. Composition of smaller polyphonic and homophonic forms in free style.

Prerequisite: Music 11-12, or its equivalent. Offered in alternate years.

Offered 1963-64.

One unit credit.

## 31-32. MUSIC HISTORY: FROM THE ROMANESQUE TO THE BAROQUE PERIOD.

Ambrosian Chant; the Gregorian Chorale; later forms of Plainsong. Musical Gothic; the school of Notre Dame. Italian and French Renaissance; the Flemish, Roman, and Venetian schools. Early secular and folk music; the Mass, motet, and madrigal. The rise of instrumental music in the sixteenth century; independent music for lute, organ, and harpsichord. Musical Baroque, opera, oratorio, and cantata; sonata, suite, and concerto forms by French, English, and Italian masters of the seventeenth century. The flowering of all instrumental and vocal forms during the era of Bach, Handel, Vivaldi, Scarlatti, and Rameau.

Prerequisite: Music 11-12, or its equivalent. Offered in alternate years.

Offered 1963-64.

One unit credit.

## 33-34. MUSIC HISTORY: FROM THE CLASSIC TO THE MODERN PERIOD.

The sons of Bach and the Mannheimers; the opera of Gluck and Mozart. Chamber and symphonic music by Haydn and Beethoven. The cultivation of old and the evolution of new forms in the nineteenth century. Early Romanticism in Weber's opera and Schubert's song; the pianism of Schumann, Chopin, and Liszt; the late classicism of Brahms. New-Romantic tendencies in Richard Wagner, César Franck, Anton Bruckner, and the Russian School. The late romanticism of Gustav Mahler, Richard Strauss, and Sibelius. Descriptive versus absolute music. The impressionism of Debussy, Ravel, Falla, and Respighi; the expressionism of Stravinsky and the early Prokofieff; the neo-classicism of Hindemith and the late Stravinsky. Nationalism in modern music; the American school; polytonality and pantonality.

Prerequisite: Music 11-12, or its equivalent. Offered in alternate years.



Not offered 1963-64.

One unit credit.

#### 41-42. ADVANCED COMPOSITION.

Composition of larger polyphonic and homophonic forms in free style. Advanced orchestration and form analysis.

Prerequisite: Music 21-22, or its equivalent. Offered on sufficient demand.

One unit credit.

#### 100. SEMINAR IN ADVANCED COMPOSITION.

Prerequisite: Music 21-22, or its equivalent. Offered on sufficient demand.

One-fourth unit credit.

## PHILOSOPHY

Professor Aldrich, *Chairman*

Associate Professor Myers

Mr. Banning

While providing a balanced program for majors in the department, the course offerings in Philosophy have been arranged primarily with the following aims: (1) to acquaint the general student with certain philosophical classics as part of his liberal culture; (2) to impart to him something of the philosophical attitude, an introduction to the methods of philosophical analysis which will be of value for his general intellectual development, and a disposition to apply this attitude, these methods, and this fund of tradition to the ethical, scientific, aesthetic, religious, political, and social problems of our time; and (3) to enable the student to achieve a philosophical approach to his field of major interest.

Students will ordinarily begin the study of philosophy with either courses 1-2, 23 and 24, or 31-32. Only Philosophy 1-2 is open to freshmen.

#### 1-2. INTRODUCTION TO PHILOSOPHY.

The primary aim of this course is to acquaint the student with the spirit, methods, and problems of philosophy. The text at first is Plato's *Republic*, which illustrates these by its treatment of such topics as the nature of the good life, the relation of the individual to the state, the philosophical assumptions implicit in democracy and its alternatives, the aims of education, the methods and ideals of science, the nature of art, and the philosophical approach to religion. The procedure will be critical, and the differences between the Greek and the modern approaches to such problems will be discussed. After this, selections from later philosophers will be read. In the second semester the course concentrates on methods of analyzing ethical situations and on theories of the nature of the good

life; then it continues with general introduction to the issues and problems of philosophy.

Open to freshmen. Offered every year.

One unit credit.

23. INTRODUCTION TO LOGIC.

Includes both formal logic and the logic of scientific method.

Open to freshmen with the consent of the instructor. Offered every year.

One-half unit credit.

24. PHILOSOPHY OF SCIENCE.

A study of methods in both the natural and social sciences, and of philosophical problems arising out of the scientific view of the world. Some current and classical philosophies of science are considered, placing science as a whole in relation to the other disciplines.

Not open to freshmen. Offered every year.

One-half unit credit.

31-32. HISTORY OF PHILOSOPHY.

The first semester will be devoted to selections from ancient and medieval philosophers, and the second semester to selections from modern philosophers.

Not open to freshmen. Offered every year.

One unit credit.

54. ARISTOTLE AND HIS INFLUENCE.

The aim of this course is to acquaint the student with the Aristotelian philosophy and its most recent developments. Readings in Aristotle (Metaphysics), Aquinas, and more recent philosophers in that current of thought.

Prerequisite: A year of Philosophy. Not offered 1963-64.

One-half unit credit.

55. AESTHETICS.

The student will be introduced to philosophical thinking about the arts by way of disputed issues in classical and contemporary art criticism; selections will be read from the literature of aesthetics, over a wide range.

Prerequisite: A year of Philosophy. Offered 1963-64.

One-half unit credit.

56. HEGELIANISM AND ITS LATER DEVELOPMENTS.

A study of the philosophy of Hegel and its influence upon Marxist doctrine

and currents of Existentialist thought. Readings in Hegel, Marx, Kierkegaard, and Heidegger.

Prerequisite: A year of Philosophy. Not offered 1963-64.

One-half unit credit.

#### 100. SEMINAR IN PHILOSOPHY.

The course is intended not only for philosophy majors but for other properly qualified upperclassmen who wish to do more advanced work in fields of philosophy already undertaken, or to study in subjects not regularly offered. Although the content varies with the needs and interests of the students, a semester each of the following topics will be offered in fairly regular succession: metaphysics, epistemology, philosophy of language, theory of value. Credit may be granted for two years' work in this course, a total of four semesters dealing with separate subjects.

Prerequisite: Junior standing and the permission of the instructor. Offered every year.

One-half unit credit each semester.

#### 300. JUNIOR HONORS COURSE.

Studies in Descartes, Locke, and Berkeley.

One-half unit credit.

#### 400. SENIOR HONORS COURSE.

Studies in Kant, Moore and Wittgenstein.

One-half unit credit.

## PHYSICAL EDUCATION AND ATHLETICS

Associate Professor Falkenstine, *Chairman*

Mr. Edwards

Mr. Harrison

Mr. Hess

Mr. Lave

Mr. White

The purpose of the Department of Physical Education and Athletics is to promote wholesome physical activity which will bring enjoyment and physical well-being to the student while in college and in later life. Required physical education, intramural athletics, intercollegiate athletics, and optional recreational activities are offered by the department.

Each student is required on entering college to present a certificate of medical and physical examination. At the beginning of the college year a thorough physical examination is given each entering student by the college physician.



This examination determines the status of each student for participation in the various activities.

### *Required Physical Education*

Each student is required to complete two semesters of physical education and pass the Kenyon swimming test. During the orientation period for new students, all freshmen are scheduled for the swimming test, and all who fail the test are enrolled in a beginners' swimming class. All students who pass the test will be enrolled in Physical Education 1-2. Students who are able to pass skill tests in certain activities are excused during that period of instruction. The classes meet regularly three times a week throughout the semester.

The activities of the physical education classes are concerned with the learning of skills in certain sports which have recreative carry-over value for the individual, and the rules of sports included in the College intramural athletic program. The specific sports in the program are golf, tennis, badminton, volleyball, basketball, touch football, swimming and softball. Also included is a study of individual physical fitness. Special classes are offered in the Spring for those interested in taking the American Red Cross Senior Life Saving and Instructor's courses.

### *Intercollegiate Athletics*

The College sponsors varsity teams in football and soccer in the fall; basketball, indoor track, swimming, and wrestling in the winter; and baseball, lacrosse, tennis, golf, and track in the spring. Junior varsity teams may be sponsored in sports where the number of candidates so warrants. Seasonal medical examination of all candidates for all sports is compulsory.

### *Intramural Athletics*

To provide the opportunity for participation in sports by every student, a comprehensive program of intramural sports is sponsored. The present list of sports includes touch football, badminton, volleyball, basketball, swimming, pool, bridge, table tennis, foul-shooting, softball, tennis, and track and field.

## PHYSICS

Professor Miller, *Chairman*

Associate Professor Harrold

Assistant Professor Hockensmith

The introductory courses offered in the Department of Physics are designed to meet the needs of those seeking the broad, basic knowledge of physical phenomena desirable in every cultured man. The more advanced courses further these same cultural aims, and are preliminary to graduate work in physics, to industrial and government laboratory work, and to the teaching of the physical sciences.

Students intending to major in physics should enter with a strong preparation in mathematics, able to take Mathematics 11-12 in the freshman year. Normally, three years of good work in secondary school mathematics will prepare the student adequately for Mathematics 11-12, as judged by the placement examination given upon entrance.

The major consists of the following required courses: Physics 11-12; 21; 22; and two unit credits of advanced physics, one of which is Physics 93-94; Mathematics 11-12 and 21-22; and one year of chemistry. Students intending to do graduate work in physics should take Physics 11-12, 21; 22; and at least three unit credits of advanced physics including Physics 93-94; Mathematics 11-12; 21-22; and 61; and at least one year of chemistry.

#### 1-2. PHYSICAL SCIENCE.

A study of experimental and logical methods in physical science, with special reference to the basic aspects of physics, astronomy, and chemistry. Conflicting models of the solar system; the sidereal universe; the conservation laws; heat; electric current; light; the periodic system and properties of the elements; the chemical bond; atomic and nuclear structure. Laboratory work centers around some of the crucial experiments of classical and contemporary physical science, including measurement of the circumference and mass of the earth; the charge of the electron; molecular weight; mass of a single molecule; velocity of light; and spectrum of hydrogen. The course is intended to satisfy (in part) diversification requirements for students not majoring in science; no mathematics beyond high school algebra is assumed, and no high school physics or chemistry is required. Not open to students intending to major in science.

Offered every year.

One unit credit, 96 class hours, 64 clock hours of laboratory.

#### 3-4. COLLEGE PHYSICS.

An introductory course in college physics, entering into the theory of physical phenomena and experiment. The accompanying laboratory work is quantitative.

Offered every year.

One unit credit, 96 class hours, 64 clock hours of laboratory.

#### 7. DESCRIPTIVE ASTRONOMY.

A non-mathematical study of the fundamental facts, methods of observation, and laws of astronomy. The student is taught to recognize the principal stars and constellations. The moon, planets, sun, stars, and nebulae are observed through the telescope. This course does not count toward the major in physics, but may count for diversification.

Not offered 1963-64.

One-half unit credit.



**11-12. GENERAL PHYSICS I, II.**

A course designed for freshmen who intend to major in physics, chemistry, or mathematics, or who are taking a pre-engineering curriculum. The first year's work includes the study of classical mechanics, wave motion, heat, kinetic theory, thermodynamics, electricity and magnetism. The approach is analytical, making maximum use of concepts of calculus developed in the concurrent mathematics course. Throughout the year, the laboratory work is designed to develop skills and illustrate basic concepts.

Prerequisite or parallel: Mathematics 11-12. Offered every year.

One unit credit, 96 class hours, 96 clock hours of laboratory.

**21. GENERAL PHYSICS III.**

A continuation of Physics 11-12, dealing with geometrical optics, wave optics, atomic and nuclear physics.

Prerequisite: Physics 11-12; Mathematics 11-12. Offered every year in the first semester.

One-half unit credit, 48 class hours, 48 clock hours of laboratory.

**22. ELECTRONICS.**

Alternating current circuits; physical electronics; theory and operation of rectifiers, amplifiers, oscillators, transmitters and receivers; oscilloscope applications. The course is designed to follow Physics 21, but may be taken separately if desired.

Prerequisite: Physics 11-12; Mathematics 11-12. Offered every year in the second semester.

One-half unit credit, 48 class hours, 48 clock hours of laboratory.

Note: All advanced courses in physics have as prerequisites Physics 11-12; 21; and Mathematics 21, unless otherwise noted.

**32. ELECTRICITY AND MAGNETISM.**

The Gauss Law, electrostatics, dielectrics, magnetic phenomena, and electromagnetic waves. Vector methods are used throughout. The laboratory work is in the field of electrical measurements.

Prerequisite: Physics 22. Not offered 1963-64.

One-half unit credit, 48 class hours, 48 clock hours of laboratory.

**33. HEAT AND THERMODYNAMICS.**

An intermediate treatment of thermodynamics and the kinetic theory of gases. Offered 1963-64.

One-half unit credit.



## 35. OPTICS.

The underlying principles of geometric and physical optics, interference, diffraction, dispersion, polarization, optical instruments.

Offered 1963-64.

One-half unit credit.

## 77. THEORETICAL MECHANICS.

An introductory, analytical course in physical mechanics.

Not offered 1963-64.

One-half unit credit.

## 86. SELECTED TOPICS IN THEORETICAL PHYSICS.

Advanced problems in vibration and wave motion, heat flow, special relativity, and other topics.

Prerequisite: Mathematics 61, Physics 77. Not offered 1963-64.

One-half unit credit.

## 93-94. ATOMIC PHYSICS.

The charge and mass of elementary particles, the structure of the atom, radiation, photoelectric effect, atomic and molecular spectra, electrical phenomena in gases and solids, radioactivity, cosmic rays, nuclear reactions, fission, elementary relativity and quantum mechanics, technique of literature search.

Offered 1963-64.

One unit credit, 96 class hours, 96 clock hours of laboratory.

## 100. TOPICS IN ADVANCED PHYSICS.

A course designed for senior Physics majors who are preparing for the comprehensive examination. The work may be either experimental or theoretical to suit individual needs.

Offered on sufficient demand.

One-fourth to one-half unit credit.

## 300. JUNIOR HONORS COURSE.

One-fourth to one unit credit.

## 400. SENIOR HONORS COURSE.

One-fourth to one unit credit.

## POLITICAL SCIENCE

Professor English, *Chairman*

Professor McGowan

Associate Professor Baly

Associate Professor Sullivan

\*Assistant Professor Burnham

Mr. Miller

*The Major.* Students should select courses, seminars, and independent study with a view to covering the areas set out in the Departmental syllabus. They are advised in general to organize their studies outside the Department in a concentrated "minor" field.

*Pass Comprehensive Examination.* This is designed to test knowledge of certain specified reading and of the main fields of Political Science: American Government and Constitutional Development, Political Theory, Comparative Government, and International Relations. A student must satisfy the department in this examination before graduating.

*Honors Work.* Eligible students majoring in Political Science are urged to read for Honors. The Honors student will engage in intensive reading, individual research, and seminar discussions.

*Honors Thesis and Comprehensive Examinations.* Each Honors student must produce a thesis based on research. He must also satisfy an external examiner in a written and oral comprehensive examination.

*Suggested Course Sequence for Students Intending to Major in Political Science.* A student who intends to choose political science as his major field would do well to plan his courses during the first two years as follows:

1. He should aim at satisfying all diversification requirements by the end of his sophomore year.

2. If he is considering either graduate study in political science or a career in the foreign service, he should make an effort to achieve full reading knowledge of at least one appropriate foreign or classical language.

3. Courses in the Division of Social Sciences should be taken as follows:

*First Year:* Introduction to Political Science or Introductory History.

*Second Year:* A. Introduction to Political Science or Introductory Economics or Introductory History.

B. Any course in Political Science.

\*On leave of absence 1963-1964

## 1-2. INTRODUCTION TO POLITICAL SCIENCE.

Survey of basic principles and terminology, and of political ideas and ideologies, together with the study of concrete examples of contemporary types of state. After an examination of concepts such as democracy, constitutionalism, and dictatorship as described by representative political thinkers, an examination will be made of Russia, China, France, and Germany as examples of (a) totalitarian dictatorship and (b) multi-party parliamentary government.

Great Britain, as an example of Cabinet-Parliamentary government based on constitutional monarchy and the two-party system, and the United States, as an example both of Presidential-Congressional government based on a written constitution, and of federalism, will then be studied. Topics considered in the latter section of the course will include the framing of the Constitution and the principles of separated powers, federalism and limited government; elections, parties, and pressure groups; the functions of the Supreme Court, Congress, and the President; and foreign policy.

No prerequisite. Offered every year.

One unit credit.

## 21. PROBLEMS IN COMPARATIVE GOVERNMENT.

A study of the problems of democratic government in Great Britain, France and India. A brief survey of the political institutions of Great Britain, France and India will be followed by a close examination of the methods of comparative government and the insights they provide into the functioning of modern democracies. Selected problems in the fields of constitutional law, economic planning, the functioning of political parties and bureaucracies will be discussed in an effort to analyze the difficulties faced by governments at different stages of development as well as the common problems facing democratic nations today.

Prerequisite: Political Science 1-2 or consent of the instructor. Offered 1963-64.

One-half unit credit.

## 24. THE MIDDLE EAST

The purpose of this course is to provide the necessary foundation for an understanding of the political problems of the Middle Eastern area. With this in view the historical background will be studied, from the collapse of the Turkish Empire through the Mandatory period to the establishment of the State of Israel, and the creation of independent Arab states. Special attention will be paid to the problem of Arab unity and the attempts made to achieve this. The highly complex cultural heritage will be examined as a basis for comprehending the approach of the Middle Eastern peoples to political events, and the nature of the developing political patterns. Finally, the significance of this area for American strategy will be considered.

Students are advised that although there are no prerequisites for this course,



they would find very valuable background material in Religion 26, *Introduction to Islam*.

Offered 1963-64.

One-half unit credit.

25. GEOPOLITICS.

A study of the effect of geographical factors upon the course of international politics.

Prerequisite: Sophomore or higher standing. Not offered 1963-64.

One-half unit credit.

26. ECONOMICS OF UNDERDEVELOPED COUNTRIES.

See Economics 42.

Prerequisite: Economics 11-12, or consent of the instructor. Offered 1963-64.

One-half unit credit.

31. POLITICAL PARTIES.

Topics studied include the theory of political parties in modern constitutional democracies, sectionalism, pressure politics, public opinion, party organization, electoral behavior, and an historical and comparative analysis of parties in the United States.

Prerequisite: Political Science 1-2, or consent of the instructor. Not offered 1963-64.

One-half unit credit.

35. THE REVOLUTIONARY MOVEMENT IN RUSSIA.

The course will examine the ideological, social and economic forces which determined the character of the Russian revolution and its outcome. Special attention will be paid to the Bolshevik movement and the political philosophy of its leaders. Readings in Lenin, Trotsky and others.

Prerequisite: Sophomore or higher standing. Not offered 1963-64.

One-half unit credit.

41. CONTEMPORARY POLITICAL THOUGHT.

An examination of recent and contemporary political theories and ideologies, with special reference to the themes of democracy, constitutionalism, totalitarianism, individualism, liberalism, conservatism, socialism, loyalty, internationalism, natural law, natural rights, and empiricism and linguistic analysis *versus* value judgments in political science.

Prerequisite: Political Science 1-2, or Introductory Philosophy, or consent of the instructor. Not offered 1963-64.

One-half unit credit.

## 1-2. INTRODUCTION TO POLITICAL SCIENCE.

Survey of basic principles and terminology, and of political ideas and ideologies, together with the study of concrete examples of contemporary types of state. After an examination of concepts such as democracy, constitutionalism, and dictatorship as described by representative political thinkers, an examination will be made of Russia, China, France, and Germany as examples of (a) totalitarian dictatorship and (b) multi-party parliamentary government.

Great Britain, as an example of Cabinet-Parliamentary government based on constitutional monarchy and the two-party system, and the United States, as an example both of Presidential-Congressional government based on a written constitution, and of federalism, will then be studied. Topics considered in the latter section of the course will include the framing of the Constitution and the principles of separated powers, federalism and limited government; elections, parties, and pressure groups; the functions of the Supreme Court, Congress, and the President; and foreign policy.

No prerequisite. Offered every year.

One unit credit.

## 21. PROBLEMS IN COMPARATIVE GOVERNMENT.

A study of the problems of democratic government in Great Britain, France and India. A brief survey of the political institutions of Great Britain, France and India will be followed by a close examination of the methods of comparative government and the insights they provide into the functioning of modern democracies. Selected problems in the fields of constitutional law, economic planning, the functioning of political parties and bureaucracies will be discussed in an effort to analyze the difficulties faced by governments at different stages of development as well as the common problems facing democratic nations today.

Prerequisite: Political Science 1-2 or consent of the instructor. Offered 1963-64.

One-half unit credit.

## 24. THE MIDDLE EAST

The purpose of this course is to provide the necessary foundation for an understanding of the political problems of the Middle Eastern area. With this in view the historical background will be studied, from the collapse of the Turkish Empire through the Mandatory period to the establishment of the State of Israel, and the creation of independent Arab states. Special attention will be paid to the problem of Arab unity and the attempts made to achieve this. The highly complex cultural heritage will be examined as a basis for comprehending the approach of the Middle Eastern peoples to political events, and the nature of the developing political patterns. Finally, the significance of this area for American strategy will be considered.

Students are advised that although there are no prerequisites for this course,



they would find very valuable background material in Religion 26, *Introduction to Islam*.

Offered 1963-64.

One-half unit credit.

25. GEOPOLITICS.

A study of the effect of geographical factors upon the course of international politics.

Prerequisite: Sophomore or higher standing. Not offered 1963-64.

One-half unit credit.

26. ECONOMICS OF UNDERDEVELOPED COUNTRIES.

See Economics 42.

Prerequisite: Economics 11-12, or consent of the instructor. Offered 1963-64.

One-half unit credit.

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Topics studied include the theory of political parties in modern constitutional democracies, sectionalism, pressure politics, public opinion, party organization, electoral behavior, and an historical and comparative analysis of parties in the United States.

Prerequisite: Political Science 1-2, or consent of the instructor. Not offered 1963-64.

One-half unit credit.

35. THE REVOLUTIONARY MOVEMENT IN RUSSIA.

The course will examine the ideological, social and economic forces which determined the character of the Russian revolution and its outcome. Special attention will be paid to the Bolshevik movement and the political philosophy of its leaders. Readings in Lenin, Trotsky and others.

Prerequisite: Sophomore or higher standing. Not offered 1963-64.

One-half unit credit.

41. CONTEMPORARY POLITICAL THOUGHT.

An examination of recent and contemporary political theories and ideologies, with special reference to the themes of democracy, constitutionalism, totalitarianism, individualism, liberalism, conservatism, socialism, loyalty, internationalism, natural law, natural rights, and empiricism and linguistic analysis *versus* value judgments in political science.

Prerequisite: Political Science 1-2, or Introductory Philosophy, or consent of the instructor. Not offered 1963-64.

One-half unit credit.



## 42. TOTALITARIANISM.

The theory and practice of Communist totalitarianism in the Soviet Union, China and Yugoslavia. Current problems facing the Communist regimes of the Soviet Union, China and Yugoslavia will be discussed, and differences in the development of Communism in each of the countries will be analyzed.

No prerequisite. Offered 1963-64.

One-half unit credit.

## 43. AMERICAN POLITICAL THOUGHT.

A survey of the historical development of American political ideas from the Colonial period to the present day. In the earlier period attention will be paid to the writings of Paine, Adams, Hamilton, Jefferson, Madison, and Calhoun; in the later period, the Social Darwinists, the Progressives and other writers of the late nineteenth and early twentieth centuries will be studied, together with trends such as liberal reform and conservatism.

No prerequisite. Offered 1963-64.

One-half unit credit.

## 45. DIPLOMATIC HISTORY OF THE UNITED STATES, 1783 TO THE PRESENT.

See History 27.

Prerequisite: Sophomore standing.

One-half unit credit.

## 47. GOVERNMENT CONTROL OF BUSINESS.

See Economics 77.

Prerequisite: Economics 11-12.

One-half unit credit.

## 51-52. AMERICAN GOVERNMENT.

The study of American governmental institutions with special emphasis in the first half of the course on the President and Congress. The course will include an examination of Presidential power in the United States and its theoretical and historical development. Other subjects to be considered will be national defense and civil-military relations, Congress, the role of political parties, the bureaucracy, and problems of foreign policy.

No prerequisite. Offered 1963-64.

One unit credit.

## 55. INTERNATIONAL RELATIONS.

An analysis of the causes of international tensions with special reference to the Cold War. Topics which will be discussed include: the theory of interna-

tional relations, Soviet foreign policy and the international Communist movement, American policies in the cold war, proposals for disarmament, international organization and regional integration.

No prerequisite. Not offered 1963-64.

One-half unit credit.

#### 56. INTERNATIONAL LAW.

International Law will be examined through cases decided by international and municipal tribunals together with treaties and conventions. The course includes nature, sources and development of International Law; the Law of Peace (Recognition, Succession, Jurisdiction over territory and sea, Responsibilities of States, Immunities, Treaties); the Law of War (Pacific Settlement, Hostility short of war, War, Occupation, Neutrality); International Organizations; the Individual in International Law.

Prerequisite: Sophomore standing or higher. Not offered 1963-64.

One-half unit credit.

#### 61-62. AMERICAN CONSTITUTIONAL DEVELOPMENT.

The historical development of the Constitution with emphasis on the decisions and judicial philosophies elaborated by the Supreme Court. The earlier half of the course will cover such matters as the judicial growth of the commerce and contract clauses, and procedural and substantive due process in the Fourteenth and Fifth Amendments of the Constitution. The latter half will deal with the court's function as guardian of the civil liberties contained in the Bill of Rights and the extension of the constitutional protection of certain of these liberties against the States through the due process and the equal protection clauses of the Fourteenth Amendment.

Prerequisite: Sophomore standing or better and either Political Science 1-2 or consent of the instructor. Offered 1963-64.

One unit credit.

#### 67-68. THE DEVELOPMENT OF POLITICAL THEORY.

An historical study of the political theory from the Greeks to the twentieth century, through the reading of works in translation or the original English texts. The following writers will be studied: Plato, Aristotle, Cicero, St. Augustine, St. Thomas Aquinas, Dante, Marsiglio of Padua, Machiavelli, Luther, Calvin, Bodin, Grotius, Hooker, Hobbes, Locke, Montesquieu, Hume, Rousseau, Burke, Kant, Hegel, Bentham, James and J. S. Mill, Marx, Lenin, and some recent and contemporary thinkers.

Prerequisite: Political Science 1-2, or Introductory Philosophy, or consent of the instructor. Offered 1963-64.

One unit credit.

## 100. TOPICS IN POLITICAL SCIENCE.

Designed for students who are majoring in Political Science but not engaging in the Honors program. The work includes intensive preparation for the comprehensive examination and the writing of short papers on selected brief research projects.

Prerequisite: Senior standing and major in Political Science or consent of the instructor. Offered 1963-64.

One-half unit to one unit credit.

## 300. JUNIOR HONORS COURSE.

For junior candidates for Honors in Political Science or other departments and selected pass students in Political Science. The course includes (a) independent research projects and (b) seminar meetings on advanced topics in Political Science.

Prerequisite: Junior candidate for Honors in Political Science or consent of the instructor. Offered every year.

One-half unit credit.

## 400. SENIOR HONORS COURSE.

For senior candidates for Honors in Political Science or other departments and selected pass students in Political Science. It includes (a) independent research projects, (b) seminar meetings on advanced political science and (c) joint meetings with seminars in related fields. A reading knowledge of a foreign language is desirable.

Prerequisite: Senior candidate for Honors in Political Science or consent of the instructor. Offered every year.

One or two units credit.

## PSYCHOLOGY

Professor Cummings, *Chairman*

Assistant Professor Clifford

Assistant Professor Nord

The Department of Psychology aims to acquaint the student with the significant facts and principles of human behavior, and to provide him with the basis for a more complete understanding of the nature of his own conduct and that of others. The courses that form the major are also designed to furnish sufficient background for the advanced study of psychology in graduate school and for professional work in such fields as the law, medicine, business administration, and theology.

## 11-12. GENERAL PSYCHOLOGY.

A basic course dealing with the principal phenomena and the organized



structure of mental life, behavior, and the individual. The lectures will be supplemented by class demonstrations, laboratory exercises, and films.

No prerequisite. Offered every year.

One unit credit.

35. DEVELOPMENTAL PSYCHOLOGY.

A detailed study of the facts and principles of behavioral development. Among the topics considered are: the contributions of heredity and environment to mental growth; instinct and maturation; the nature of the learning process; the origin and growth of motor skill, emotion, language, intelligence, and personality.

Prerequisite: Psychology 11-12. Not offered 1963-64.

One-half unit credit.

37-38. ABNORMAL AND CLINICAL PSYCHOLOGY.

The origin, nature, and social significance of behavior problems, delinquency, mental retardation, and the principal forms of mental disorder. In the second semester modern therapeutic techniques will be discussed and evaluated. Particular attention will be given to the methods of investigating personality, such as the interview, intelligence tests, and projective tests. Students may enter the course either semester.

Prerequisite: Psychology 11-12. Not offered 1963-64.

One unit credit.

41. THE PSYCHOLOGY OF MOTIVATION.

A close study of the basic biological and social motives and their growth and proliferation into the complex need systems of the mature adult. Both a comparative and developmental analysis will be made. The empirical material will be related to the major historical doctrines of men's motives.

Prerequisite: Psychology 11-12. Offered 1963-64.

One-half unit credit.

42. THE PSYCHOLOGY OF LEARNING.

This course is concerned with the principal theories of learning and the empirical evidence on which they are based. Especial attention will be given to the systems of Hull and Skinner, Guthrie, Tolman, and the Field Theorists.

Prerequisite: Psychology 11-12. Offered 1963-64.

One-half unit credit.

43. THE PSYCHOLOGY OF PERCEPTION.

A consideration of the human being as a perceiving organism. During the

first half of the course a presentation of current perceptual theory is undertaken and the sensory basis of perception is discussed. Later a variety of the most significant perceptual phenomena is considered and these are then related to the prevailing theories. If time permits the relation of perception to the higher mental processes will be discussed.

Prerequisite: Psychology 11-12. Offered 1963-64.

One-half unit credit.

47. **PHYSIOLOGICAL PSYCHOLOGY.**

A laboratory course dealing with the physiological and neurological bases of behavior. An attempt is made to integrate the newer findings of neuro-physiology with the patterns of behavior observed by psychologists. A wide range of mental phenomena and their biological bases is considered: sensation, motivation, attention, and the integrative processes. The laboratory section includes electro-physiological investigations of behavior phenomena and analysis of the anatomy of the brain.

Prerequisite: Psychology 11-12. Not offered 1963-64.

One-half unit credit.

51. **EDUCATIONAL PSYCHOLOGY.**

This course is offered for students who plan to teach in secondary schools. Prerequisite: Psychology 11-12, and consent of the instructor. Offered on sufficient demand.

One-half unit credit.

58. **PERSONALITY AND PERSONALITY THEORY.**

The first part of the course consists of a careful consideration of the factors that contribute to the structure and development of personality. Genetic, biochemical, interpersonal, social, and cultural influences will be evaluated on the basis of empirical studies. The second half of the course will be concerned with key issues in theoretical formulations of the nature of Human Personality. Among the theories considered will be those of Freud, Jung, Erickson, Allport, Lewin, Cattell, and others.

Prerequisite: Psychology 11-12. Offered 1963-64.

One-half unit credit.

61-62. **SOCIAL PSYCHOLOGY.**

The first half of the course deals with the Individual and Society. The form and function of the basic social institutions in primitive and modern cultures. The psychology of folkways, mores, taboos, ritual, ideology, and other cultural values. The foundations of personality and the socialization of the individual.

The effect of culture and subcultures upon the personality. The nature and function of the Self. The second half of the course deals with Collective Behavior. The human group: leadership, class and caste. The behavior of crowds; fad and fashion; stereotypes; prejudice; propaganda; censorship; public opinion; attitude measurement; social change and social conflict. Students may enter the course either semester.

Prerequisite: Psychology 11-12. Offered 1963-64.

One unit credit.

### 73-74. EXPERIMENTAL PSYCHOLOGY.

A laboratory course. The first half deals with representative experiments from the fields of sensation, perception, emotion, learning, and the higher mental processes. This section of the course is designed to train the student in the techniques of psychological experimentation as well as in the understanding of scientific methodology. The second half is an advanced laboratory course in which each student will carry out an original investigation of a problem suited to his abilities and special interests. The lectures and readings will consist of a critical appraisal of the most recent discoveries in special areas of experimental psychology. In the second semester a brief survey of psychological methods and basic statistical techniques will be undertaken.

Prerequisite: Psychology 11-12, and consent of the chairman of the department. Offered 1963-64.

One unit credit.

### 81. CONTEMPORARY SCHOOLS AND SYSTEMS OF PSYCHOLOGY.

After a brief historical resumé of Psychology, the course will consider the precursors of modern systematic positions, namely the Structuralism of Wundt and Titchener, and the Functionalism of Wm. James. The great schools of the early part of this century and their current counterparts will then be studied in detail: Behaviorism and Neo-Behaviorism; Freudianism and Neo-Freudianism; Gestalt Psychology and Field Theory. Finally some of the very recent developments will be presented and evaluated: Cybernetics, Information Theory, Existential Analysis, and the like.

Prerequisite: Junior standing. Offered 1963-64.

One-half unit credit.

### 100. INDEPENDENT STUDY.

A laboratory course or seminar for pass students which permits independent study of topics in psychology of special interest to the students.

Prerequisite: Consent of the chairman of the department.

One-half unit or one unit credit.



## 300. JUNIOR HONORS COURSE.

For junior candidates for Honors in Psychology. The topics of study will be adapted to the interests and needs of the student or may deal with subjects not otherwise covered in the curriculum.

Prerequisite: Consent of the chairman of the department.

One-half unit or one unit credit.

## 400. SENIOR HONORS COURSE.

A program for senior candidates for Honors in Psychology. The course will consist either of an experimental research investigation or independent study of an area of psychology of particular relevance to the post-collegiate professional plans of the student.

Prerequisite: Consent of the chairman of the department.

One-half unit or one unit credit.

## RELIGION

Associate Professor Baly, *Chairman*  
Associate Professor Hettlinger

The courses in the Department of Religion are offered with the intention of providing a sound intellectual basis for the understanding of religious concepts, and their relation to modern culture and society. Special attention is given to the Judaeo-Christian tradition, as forming the major religious foundation of Western society, but courses in the major tenets of other religions will be given as opportunity affords.

## 1-2. INTRODUCTION TO RELIGIONS AND SOCIETIES.

A survey of the major religious systems of the world, considered especially in relation to the historical situation in which they developed, and the political structure of the societies to which they belonged. The underlying theme of this course is the inter-relation of religious concepts with political and social patterns, and the part played by religious ideas in the integration and maintenance of the social order. Particular attention will be given to those religious concepts which form the background of modern Western society, and other religious systems will be studied more briefly in order to show the possibility of coherent societies with different religious sanctions.

Offered every year.

One unit credit.

## 21-22. INTRODUCTION TO THE OLD TESTAMENT.

A study of Jewish history and thought from c. 1700 B.C. to 63 B.C., with

special attention to the eight crises in which the Jewish system was forced to come to terms with an essentially foreign system. These are the confrontation with the ancient Palestinian system in the Patriarchal period, the Sinai experience which raised the whole question of the relation of the mores of a steppeland society to those of an agricultural society, the establishment of the monarchy under Philistine pressure, the meeting with the commercial empires in the time of Elijah and Elisha, the militarist imperialism of Assyria in the eighth century, the Babylonian system of the sixth century, the Persian system which was imposed after the victory of Cyrus, and the conflict with the Hellenistic society in the period of the Maccabees. In each of these eight periods the basic understanding of the nature of a "true society" is re-examined and restated in the light of the crisis experience. The literature of the Old Testament will be studied with a view to comprehending the answers provided at the various periods to the problems which were posed, and the character of Jewish monotheism. The first third of the year will be given to a study of the historical books, the second third to the Prophets, and the last third to the Psalms and Wisdom literature.

Not offered 1963-64.

One unit credit.

#### 23-24. INTRODUCTION TO THE NEW TESTAMENT.

This course will study the New Testament documents against the religious and political background of the first century A.D., with particular attention to the Christian claim to reconcile the opposing systems of Jewish and Roman Law. The Pauline letters will be discussed as the earliest surviving documents, with special consideration of the author's interpretation of history. The contrasts between the Pauline account of the early origins of the Church and that of the Book of Acts will be considered. The Synoptic Gospels will be examined critically and an attempt made to outline the life and teaching of Jesus in the context of the cultural and political crisis of his day. The different solutions of the relationship between Church and State offered by such writings as the Johannine Epistles and the Book of Revelation will be considered. Finally, the process by which the Canon of the New Testament was determined and the importance attached to it in the second century will be studied.

Offered 1963-64.

One unit credit.

The purpose of these introductory courses to the Old and New Testaments is to give the student a sound foundation for Biblical studies, by means of a general survey of the whole Bible, to acquaint him with its content, and to introduce him to the results of Biblical research and criticism.

#### 26. INTRODUCTION TO ISLAM.

The purpose of this course is to examine the nature of Muslim culture, a knowledge of which is essential to an understanding of Middle Eastern problems.



At the basis of this culture is the work and teaching of Muhammad, and this will be studied in relation to the social, political and religious situation of his day. The establishment of the Islamic empire in the century after Muhammad's death will then be considered, and its subsequent history and development, with special attention to the inter-relation of Muslim and European thought. The final section of the course will consider the impact made upon the Islamic world in the modern era by Western scientific and political concepts, and the attempts to re-establish a coherent and viable Islamic society in a twentieth century situation.

Offered 1963-64.

One-half unit credit.

### 31-32. HISTORY OF CHRISTIAN THOUGHT.

A treatment, with required readings in original documents (in translation) of some of the major themes of Christian thought as represented by such men as Irenaeus, Origen, Augustine, Anselm, Aquinas, Luther, Calvin, Hooker, Schleiermacher and Ritschl.

Prerequisite: Permission of the instructor. Not offered 1963-64.

One unit credit.

### 35-36. MODERN WESTERN RELIGIOUS THOUGHT.

A study of contemporary religious thought, Protestant, Roman Catholic and Jewish. The subjects treated will include: the status of religious language; natural theology and the proofs of God's existence; faith and reason; the nature of revelation; God and personality; creation and evolution; the problem of evil; sin, freedom and human responsibility; the person of Christ in modern thought; the problem of miracles and history; the idea of the Church in contemporary Protestant and Catholic theology; immortality and eschatology.

Prerequisite: Religion 31-32 or permission of the instructor. Offered 1963-64.

One unit credit.

### 41-42. SEMINAR.

The subject in this seminar is the character and expression of the Christian argument in relation to the intellectual concepts of the modern Western world. Normally, the first half of the course will be spent in a consideration of various philosophies of history which have been current during the past 250 years, notably those of Bossuet, Voltaire, Turgot, Condorcet, Hegel, Comte, Marx, Bury, Spengler, Toynbee, Dawson and Butterfield. The discussion will be centered on the significance of these thinkers for an understanding of the situation of modern man, and the relation of their ideas to the Biblical understanding of historical events, and the extent to which the Biblical concepts are still valid today.

The latter part of the course will consider the problem posed for the Christian understanding of mankind and the world by the scientific and technological revolu-



tions, and the question of whether it is possible to restate this understanding in terms which do violence neither to the classical Christian position nor to the achievements of modern thought. The material to be studied in this connection will include the writings of such men as Charles Raven, Karl Heim, Teilhard de Chardin, Karl Jaspers, Rudolf Bultmann, William Temple and Richard Niebuhr.

Prerequisite: Permission of the instructor. Offered 1963-64.

One unit credit.

#### 43. ADVANCED BIBLICAL STUDIES.

A thorough study of one of the books of either the Old or New Testament, taking account of the critical problems involved, the religious content and the relevance of the book in the modern world.

Prerequisite: Permission of the instructor. Not offered 1963-64.

One-half unit credit.

## SPANISH AND RUSSIAN

Professor Browne, *Chairman*

Assistant Professor Bucsela

Spanish and Russian are combined primarily for administrative purposes, although certain general statements can apply to both.

First-year courses are intended to give the student both a foundation in the structure of the language and practice in its use. Second-year courses will continue instruction in the spoken language and at the same time develop the student's reading ability, as a useful aim in itself as well as in preparation for the courses in literature.

A student majoring in Spanish must complete 21-22 (Spanish Conversation and Composition), and at least three units in the courses in literature. The courses in Cervantes and the Twentieth Century are unit courses and are required, while the rest are half-unit, or semester courses, and are elective.

There is no major offered in Russian.

Attendance at foreign universities, under the proper auspices, and at summer sessions of leading language schools in this country, will be encouraged.

## SPANISH

Professor Browne

#### 1-2. ELEMENTARY SPANISH.

Grammar, composition, reading and pronunciation.

Offered every year.

One unit credit.

## 11-12. INTERMEDIATE SPANISH.

For students with one year of college Spanish or two years of secondary school Spanish.

Offered every year.

One unit credit.

## 21-22. SPANISH COMPOSITION AND CONVERSATION.

This course is intended primarily for developing an ability to speak the language, but with practice also in writing Spanish.

Prerequisite: Consent of the instructor. Not offered 1963-64.

One unit credit.

## 33. SURVEY OF SPANISH LITERATURE.

Prerequisite: Consent of the instructor. Not offered 1963-64.

One-half unit credit.

## 37-38. SPANISH LITERATURE OF THE TWENTIETH CENTURY.

This course will offer readings in the contemporary Spanish novel, short story, and drama.

Prerequisite: Consent of the instructor. Not offered 1963-64.

One unit credit.

42. SPANISH LITERATURE OF THE *Siglo de oro*.

Prerequisite: Consent of the instructor. Not offered 1963-64.

One-half unit credit.

## 43. NINETEENTH CENTURY SPANISH LITERATURE.

Works in the novel, drama, and poetry of the period will be studied.

Prerequisite: Consent of the instructor. Offered 1963-64.

One-half unit credit.

## 72. READINGS IN SPANISH-AMERICAN LITERATURE.

Prerequisite: Consent of the instructor. Not offered 1963-64.

One-half unit credit.

## 75-76. CERVANTES.

Prerequisite: Consent of the instructor. Offered 1963-64.

One unit credit.

80. LATIN-AMERICAN HISTORY.

Completion of this course will count toward diversification in the Humanities in the same way as any advanced language course, but if this is the student's choice, papers required in the course must be written in Spanish. It will not count toward the major in Spanish.

Prerequisite: Consent of the instructor. Offered 1963-64.

One-half unit credit.

100. TOPICS IN SPANISH LITERATURE.

This course is designed to meet the needs of small groups of advanced students of Spanish.

Prerequisite: Consent of the instructor.

One unit credit.

300. JUNIOR HONORS COURSE.

Independent study for junior candidates for Honors under the direction of the Honors supervisor.

One unit credit.

400. SENIOR HONORS COURSE.

Independent study for senior candidates for Honors under the direction of the Honors supervisor.

One unit credit.

RUSSIAN

Assistant Professor Bucsela

1-2. ELEMENTARY RUSSIAN.

Grammar, composition, reading and pronunciation.

Offered every year.

One unit credit.

11-12. INTERMEDIATE RUSSIAN.

Offered every year.

One unit credit.



**23-24. RUSSIAN LITERATURE.**

Russian literature in translation.

Prerequisite: Consent of the instructor. Offered 1963-64.

One unit credit.

**31-32. READINGS IN RUSSIAN LITERATURE.**

Readings, in the original, from standard Russian authors.

Prerequisite: Consent of the instructor. Offered 1963-64.

One unit credit.

## HONORS, PRIZES, AND AWARDS

### PHI BETA KAPPA

*Elected in 1962-1963*

Bennett Chotiner  
John Charles Gerlach  
Stephen Carl Herbst  
Frederick Lord Houghton

Amon George Liner, Jr.  
Patrick Allan McGraw  
Harvey Joel Sachs  
Robert Haywood Scott, Jr.

Charles Garfield Singer Williams

### READING FOR HONORS, 1962-63

#### BIOLOGY

John McGee Ackermann  
Bennett Chotiner  
Steven Lewis Goldberg  
Kenneth William Gregg  
Frank Woodworth Pine  
Harvey Joel Sachs  
James Leroy Scherer  
Ronald Elliott Wasserman  
Robert Gerald Workman

#### CHEMISTRY

David Smith Gullion  
Robert Mace Kass

#### ECONOMICS

William Campbell Cross III  
Robert Walter Goldman  
Farrand Miller Livingston  
Robert Haywood Scott, Jr.  
Thomas Mark Taylor

#### ENGLISH

Michael Anderson Claggett  
John Charles Gerlach  
Clifford Hodgson Hilton  
Charles William Hollenbeck, Jr.  
William Abram Hylton, Jr.  
Boyd Peterson King  
Paul Frederick Kluge  
Perry Carlton Lentz  
Martin McKerrow  
Joseph Imwold Moore  
Edward Lee Piepho

#### FRENCH

Peter Scarlet  
Charles Singer Williams

#### HISTORY

Alfred Dudley Barksdale  
John Murray Capron  
Steven S Fischman  
John Brewster Hattendorf  
Frederick Lord Houghton  
Neal Michael Mayer  
Henry Spruance Pool  
Charles Perrin Radley  
Richard Joy Scheidenhelm  
Frederick Lewis Snider  
Jeffrey Wick Way  
William Kent Woods

#### MATHEMATICS

Thomas Hasbrook Curtis  
Philip Joseph Harter  
Frank Weber Munger, Jr.  
Edward Thorne Ordman

#### PHILOSOPHY

Stephen K Brown  
William Verner Coombs  
Donald Bruce Hebb, Jr.  
William John Henninger  
Stephen Carl Herbst  
Alan Joel Reich  
John Landers Ross  
William Richard Van Nest  
John Waterston

#### PHYSICS

David Douglas Brown  
John Henry Zouck

## READING FOR HONORS, 1962-63 (Continued)

## POLITICAL SCIENCE

Thomas Raymond Collins  
 Raymond Paul Gouin  
 Lewis Mifflin Hayes  
 Goran Torsten Hemberg  
 Harry Marion Humphreys  
 Joel David Kellman

Eugene Kraus  
 Patrick Allan McGraw  
 John Christopher Scott  
 Morton James Spitzer, Jr.  
 PSYCHOLOGY  
 David Robert May  
 Richard Salway Tuttle, Jr.

*The Robert Bowen Brown, Jr., Prize in Biology*, the gift of the late Robert Bowen Brown of the Class of 1911 and Mrs. Brown, in memory of their son, Robert Bowen Brown, Jr., 1940, consisting of the income from one thousand dollars, is awarded to the graduate who, in the opinion of the members of the Department of Biology, has done the best original or research work in biology during the current year.

## NO AWARD IN 1963

*The George B. Ogden Prize*, given by Thomas J. Goddard, 1903, in honor of his friend, Mr. George B. Ogden, is awarded annually to the undergraduate who submits in competition the best essay in English prose. Second prize awarded in 1962-63 to

## PAUL FREDERICK KLUGE '64

*The Robert Frost Poetry Prize*, the gift of Mrs. C. Nichols Greene of Boston, is awarded annually to the author of the poem submitted in competition which is judged best by the Robert Frost Prize Committee. Awarded in 1962-63 to

## GILBERT ALAN YOUNG '66

*The George Gund Prize*, given by Mr. George Gund, to be awarded annually for the best essay written by an undergraduate or seminarian on the American form of republican government as set forth in the Constitution of the United States and as operating in this country after the American Revolution. Awarded in 1962-63 to

## THOMAS HOWARD PRICE '63

*The Alan G. Goldsmith Memorial Prize in History*, given by friends in memory of Alan G. Goldsmith, class of 1911 and a trustee of the College from 1947 to 1952, consisting of the income from \$2300, may be awarded to an undergraduate who, in the opinion of the members of the Department of History, has accomplished the most outstanding work in the field of history during the current year. Awarded in 1962-63 to

## FREDERICK LORD HOUGHTON '63

*The Reginald B. Allen Prize in Mathematics*, the gift of Mrs. Allen in memory of her husband, for many years head of the Department of Mathematics, consisting of the income from \$1,000, may be awarded to any undergraduate who, in the



opinion of the members of the Department of Mathematics, has shown unusual promise in this field. Awarded in 1962-63 to

EDWARD THORNE ORDMAN '65

*The John Chesnut Memorial Prize in Political Science*, given by Alexander M. Griggs, 1953, in memory of his classmate, John Garrard Chesnut. The prize consists of books of permanent value, and is awarded to the undergraduate who, in the opinion of the members of the Department of Political Science, has done the most outstanding work in the field of political science during the current year. Awarded in 1962-63 to

PATRICK ALLAN MCGRAW '63

*The Henry G. Dalton Fellowship in American Studies*, established by a gift of \$30,000 by Pickands, Mather and Company in honor of the late Henry G. Dalton, is awarded annually to a senior who is eligible to do graduate work in American studies.

FREDERICK LEWIS SNIDER '63

*The Philip Wolcott Timberlake Memorial Prize*, given by Lambda Chapter of Sigma Pi Fraternity in memory of Philip Wolcott Timberlake '17, McIlvaine Professor of English at Kenyon College and charter member of Lambda Chapter. This prize is to be awarded annually to an undergraduate who, as determined by the Chairman of the Department of English in consultation with the Department and with the approval of the President of Lambda Chapter, has written the best essays in the Department. Awarded in 1962-63 to

AMON GEORGE LINER, JR. '63

*The Fine Arts Purchase Prize*, appropriated from the income of the Ryerson Fund, consists of \$25 for the purchase of paintings which are judged best in the annual competition.

DAVID DIAO '64

*The Chemical Rubber Company Freshman Achievement Awards* are given to those students who, based on their professors' opinion, have made the most outstanding scholastic improvement in beginning chemistry, physics, or mathematics. Awarded in 1962-63 to

*Chemistry*: MARTIN LEWIS MADORSKY '66

*Mathematics*: MICHAEL PAUL UNDERWOOD '65

*Physics*: DAVID LYMAN CRUMP '66

*The Lubrizol Prizes in Chemistry*, awarded for excellence of performance in the elementary course in inorganic chemistry. Awarded in 1962-63 to

*First Prize*: DAVID LYMAN CRUMP '66

*Second Prize*: ZVETAN NIKOLOV ZAKOV '66

*Bookshop Awards* are awarded annually to undergraduates who in the judgment of the committee have done an unusually commendable piece of academic work

beyond the requirements of regular course work of the College. Awarded in 1962-63 to

DAVID FRANKLIN BANKS III '65

JOHN SCOTT KERR '65

PAUL FREDERICK KLUGE '64

PERRY CARLETON LENTZ '64

THEODORE LAURANCE WALCH '63

STEPHEN EDWARD WEISSMAN '62

CHARLES SINGER WILLIAMS '63

*The Scholarship Award*, given by Major-General Lionel R. Kenyon in 1921, is awarded to the group or division with the highest scholastic average, as that is determined by the Registrar. Awarded for 1962-63 to

SOUTH HANNA

*The Freshman Scholarship Cup*, given by Major-General Lionel R. Kenyon in 1924, is awarded annually to the freshman dormitory which has the highest scholastic average. Awarded for 1961-62 to

LEWIS HALL

*The Ashford Memorial Award Cup*, given by the Iota Chapter of the Psi Upsilon Fraternity, to be awarded annually in the spring to an undergraduate student of Kenyon College who, in the opinion of the judges, has made the most notable contribution to theater at Kenyon. Awarded in 1962-63 to

JOHN BREWSTER HATTENDORF '64

*The Paul Newman Trophy*, the gift of Paul L. Newman of the Class of 1949, is awarded annually in the spring to an undergraduate who, in the opinion of the judges, has given the most skillful and successful performance in an acting role during the year. Awarded in 1962-63 to

ANDREW BENTHAM WORSNOPP '64

*The E. Malcolm Anderson Cup*, given in 1935 by the late Eugene Malcolm Anderson of the Class of 1914, is inscribed at each Commencement with the name of the undergraduate who, in the opinion of the undergraduates and the faculty, has done most for Kenyon during the current year. Awarded in 1962-63 to

*The G. E. College Bowl Team*

JOHN CHARLES GERLACH '63

PERRY CARLETON LENTZ '64

NEAL MICHAEL MAYER '63

MICHAEL PAUL UNDERWOOD '65

*The Inter-Fraternity Singing Cup*, given anonymously by an alumnus, is awarded annually to the division whose members win the Inter-Fraternity Singing Contest.

NO AWARD 1962-63

*The Kenyon College Football Sportsmanship Trophy*, given by the late Gilbert T. Hoag in 1939, is awarded annually to the member of the football squad, not a letter man, who has shown throughout the season the highest qualities of good sportsmanship. Awarded in 1962-63 to

PATRICK JAY LOGAN '66

*The Carl A. Weiant, Jr., Memorial Plaque*, presented by Carl A. Weiant, 1905, in memory of his son Ensign Carl A. Weiant, Jr., 1937, is awarded annually at the end of the swimming season to the most promising freshman swimmer. Awarded in 1962-63 to

EDWARD RIGGS TELLING III '66  
WILLIAM DOUGLAS WATKINS '66

*The John C. Drake Baseball Trophy*, awarded annually to the player who is chosen by his teammates and the coach as the outstanding member of the squad. Awarded in 1962-63 to

JOSEPH WILFORD ADKINS III '63

*The Robert A. Weaver, Jr., Lacrosse Trophy*, given by Robert A. Weaver, Jr., who started lacrosse at Kenyon, is awarded annually to the player who has been chosen by his teammates and the coach as the outstanding member of the squad. Awarded in 1962-63 to

ROBERT WAITE MACDONALD, JR. '63

*The Kenyon Klan Cup*, awarded annually in the spring to the outstanding athlete of the year. Awarded in 1962-63 to

DAVID LLOYD EVANS '63

*The Intramural Victory Trophy*, given by Mr. W. C. Stiles in 1953, is awarded annually to the division scoring the most points in intramural athletic competition. This trophy becomes the permanent possession of the division which wins it for three years. Awarded for 1962-63 to

SOUTH LEONARD

*The Daniel G. Ray Memorial Trophy*, presented by the 1959 swimming team, is awarded annually to the varsity swimmer chosen by his teammates and coach as the most valuable member of the squad. Awarded in 1962-63 to

DAVID LLOYD EVANS '63

*The Coaches Awards*, presented by the Kenyon Klan, are awarded annually to the men chosen by their teammates and coaches in soccer, football, basketball, wrestling, tennis, track, and golf as the most valuable players in those sports. Awarded in 1962-63 to

Football: DAVID RICHARD SHEVITZ '63

Soccer: DAVID BRUCE DAWSON '63

Basketball: DAVID ALLEN SCHMID '64

Wrestling: RICHARD LOUIS RAY '65

Tennis: GEORGE MICHAEL CALLAGHAN '64

Golf: ROBERT AUSTIN LEGG '65

Track: JAMES WARRINER MONELL '63



## ALUMNI AWARDS

*The Henry Sellers Gregg, 1881, Cup* is inscribed at each Commencement with the name of the alumnus who has done most for Kenyon during the current year. Awarded in 1963 to

ROGER ARBOGAST HOUSTON '14

*The Peirce Cup* (formerly known as the President's Cup), given by former President William F. Peirce, is awarded each year at Commencement to the class having the highest percentage of its living alumni present on the Hill at any time during Commencement weekend. Awarded in 1963 to

CLASS OF 1914

*The Class of '21 Award*, given by the members of the Class of 1921 to the class whose percentage of donors to The Kenyon Fund is highest. Limited to classes which have not celebrated their fiftieth reunion. Awarded in 1963 to the

CLASS OF 1921

## THE BISHOP CHASE MEDAL

*The Bishop Chase Medal*, established by a gift from Mr. George E. Frazer in 1949, is awarded annually or biennially to a layman for devoted and distinguished service to the Protestant Episcopal Church. The first award was made in 1949 to the late William Gwynn Mather of Cleveland; the second, in 1950 to Charles Phelps Taft of Cincinnati; the third, in 1951 to Harvey S. Firestone, Jr., of Akron; the fourth, in 1956 to the late Morison R. Waite of Cincinnati; and the fifth, in 1961 to Clifford P. Morehouse of Katonah, New York.

# REGISTER OF STUDENTS

1962-1963

## SENIOR CLASS '63

Abbott, Donald C.	Dover, New Hampshire
Ackermann, John M.	Washington, D. C.
Adkins, Joseph W., III	Circleville
Alford, L. Dixie	Kissimmee, Florida
Allen, Stephen T.	Holden, Massachusetts
Barker, Charles J.	Wichita, Kansas
Beck, Alan W.	Providence, Rhode Island
Bissell, T. Phillips, Jr.	Detroit, Michigan
Brown, James N., III	Medina
Bull, Michael D.	Villanova, Pennsylvania
Burnett, Benjamin E.	Sandusky
Camp, Nevin S.	Aurora, New York
Cave, William T.	Glendale, Missouri
Chenen, Robert	Levittown, New York
Chotiner, Bennett	McKeesport, Pennsylvania
Cleveland, Robert W.	Bronxville, New York
Colley, David P.	Princeton, New Jersey
Collins, Thomas F.	North Olmsted
Colwell, John D.	Defiance
Coughlan, J. Robert, Jr.	Bronxville, New York
Cree, J. Curtis	Utica
Curtis, Thomas H.	Mount Vernon
Dawson, David B.	Chadd's Ford, Pennsylvania
Deardorff, C. Lindley	Pittsburgh, Pennsylvania
De Oreo, Gerard A., Jr.	Shaker Heights
Disantis, Richard J.	South Euclid
Drabick, Rodger D.	Mount Vernon
Drake, John T.	Mount Vernon
Dvorak, F. Thomas	Danville
Ellis, Calvin L.	Florence, South Carolina
Evans, David L.	Westport, Connecticut
Fassler, C. Richard	Toledo
Fischman, Steven S.	Riverdale, New York
Fleming, Thomas C.	Westfield, New Jersey
Foster, Richard C.	Wayne, Pennsylvania
Friedman, Stanley R.	Flushing, New York
Frost, Calvin S.	Englewood, New Jersey
Gerlach, John C.	Pittsburgh, Pennsylvania
Gill, William A.	Sandusky
Goldberg, Steven L.	Brooklyn, New York
Goldman, Robert W.	Swampscott, Massachusetts
Golnik, David A.	Middletown, Connecticut



Gouin, Raymond P.	Salem, Massachusetts
Grella, Michael L., Jr.	Hempstead, New York
Gueulette, David G.	Mount Vernon
Gund, Graham de C.	Cleveland
Hamill, David G.	Pittsburgh, Pennsylvania
Hayes, L. Mifflin, Jr.	Rahway, New Jersey
Hemberg, Goran T.	Kungalv, Sweden
Henninger, William J.	Riverside, Illinois
Herbst, Stephen C.	Great Neck, New York
Hershey, Stephen L.	Kennett Square, Pennsylvania
Hesse, Stephen B.	Englewood, New Jersey
Hobrock, Jon R. C.	Birmingham, Michigan
Hollenbeck, C. William, Jr.	St. Louis Park, Minnesota
Houghton, Frederick L.	Ionia, Michigan
Hunter, Robert M.	Long Beach, California
Iredell, Robert, IV	Akron
Kellogg, Seth, Jr.	Southwick, Massachusetts
Ketterer, William G.	Butler, Pennsylvania
Keyes, James P.	Columbus
Kolczun, Michael C.	Lorain
Kraus, Eugene, Jr.	Fort Wayne, Indiana
Kuehl, F. William	Park Ridge, Illinois
Kuppenheimer, Louis B., III	Winnetka, Illinois
Langer, Stephen E.	Brooklyn, New York
Laughlin, John L.	Maumee
Learned, Stuart E.	Huntington, New York
Liner, Amon G.	Charlotte, North Carolina
Mabry, Donald J.	San Antonio, Texas
Macdonald, Robert W., Jr.	Winnetka, Illinois
MacFarland, Robert M., Jr.	Cuyahoga Falls
Mankowitz, Barry J.	South Orange, New Jersey
Mapes, David G.	Shaker Heights
May, David R.	Corpus Christi, Texas
Mayer, Neal M.	Yonkers, New York
McDonald, John C.	Grand Rapids, Michigan
McGraw, Patrick A.	Toledo
McKee, David E.	Westtown, Pennsylvania
Mieure, James P.	Robinson, Illinois
Monell, James W.	West Caldwell, New Jersey
Newhall, David G.	Minneapolis, Minnesota
Novinson, Thomas	Evanston, Illinois
Owen, Terry L.	Uniontown
Park, Robert J.	Red Bank, New Jersey
Paulet, Adrain M.	Metairie, Louisiana
Pharis, B. David	Webster Groves, Missouri



Pierce, Timothy E.	Sewickley, Pennsylvania
Pittman, Philip M.	Grosse Point Shores, Michigan
Press, Ronald A.	New York, New York
Price, Thomas H.	Hazel Crest, Illinois
Radley, C. Perrin	Washington, D. C.
Ramsay, John B., III	Baltimore, Maryland
*Readinger, Peter H.	Caracas, Venezuela
Ridgway, Whitman H.	Los Altos, California
*Robbins, Patrick K.	Washington, D. C.
Ross, John L.	Milwaukee, Wisconsin
Sachs, Harvey J.	Philadelphia, Pennsylvania
Schaebethal, Kenneth P.	South Euclid
Scherer, James L.	Niles
Schlader G. Fredric, Jr.	Girard
Schultze, Stanley E.	Louisville, Kentucky
Schwenzfeier, Paul M.	Cleveland
Scott, Robert H., Jr.	Prairie Village, Kansas
Shevitz, David R.	Detroit, Michigan
*Shollenbarger, David R.	Hamilton
Snider, Frederick L.	San Francisco, California
Sommer, John R.	Louisville, Kentucky
Spinner, Richard F.	New Haven, Connecticut
Stiles, David H.	Old Mystic, Connecticut
Storey, Richard F.	Grosse Pointe, Michigan
Stromberg, Eric D.	Worthington
Sugden, Samuel M.	Roslyn Harbor, New York
Sultzman, Leo B.	Hannibal, Missouri
Taylor, Thomas M.	Titusville, Pennsylvania
Teare, John H.	Decatur, Illinois
Tuttle, Richard S., Jr.	Cincinnati
Van Looy, David P.	Dearborn, Michigan
Var Nest, William R.	Mountainside, New Jersey
Wachs, Rene M.	Milford
Wadland, Donald W.	Detroit, Michigan
Walch, Theodore L.	Sedalia, Missouri
*Ward, Robert B., Jr.	Drexel Hill, Pennsylvania
Waugh, George T., Jr.	Fayetteville, New York
Weingrad, Stephen C.	Hillsdale, New Jersey
Williams, Charles S.	Mount Vernon
Woodbery, N. Dane	Danvers, Massachusetts
Woods, William K.	Cincinnati

## JUNIOR CLASS

Adair, John A., Jr.	Atchison, Kansas
Almirall, Robert E.	Gates Mills
Antebi, Albert A.	Mexico City, Mexico
Atkinson, James W.	Palos Verdes Estates, California
*Avery, H. Shaeffer, Jr.	Mahwah, New Jersey
Barksdale, Alfred D.	Cleveland Heights
Barret, A. Ronald	Louisville, Kentucky
Bensinger, John M., Jr.	Louisville, Kentucky
Biddle, James W.	York, Pennsylvania
Black, Thomas F.	Rocky River
Blois, Bruce D.	Attleboro, Massachusetts
Bond, Thomas C.	Cleveland Heights
Bourne, Alan M.	Lexington, Kentucky
Breaks, Jeffrey C.	La Mirada, California
Brooks, William F., Jr.	Arlington, Virginia
Brown, D. Douglas	New Augusta, Indiana
Brown, Stephen K.	Zanesville
Callaghan, George M.	Arlington, Virginia
Camper, John J.	Genoa
Capron, John M.	Grove City, Pennsylvania
Carpenter, William B.	Lima
*Cass, William E., Jr.	Granville
Claggett, Michael A.	St. Louis, Missouri
Clarke, Thomas D.	Carnegie, Pennsylvania
Collins, Thomas R.	Manhasset, New York
Coombs, William V.	Hamilton
Cross, William C., III	Oconomowoc, Wisconsin
Davis, Stephen S.	Ashland
DeLorenzo, Arnold R.	Hamden, Connecticut
Diao, David	Jamaica, New York
Dorrance, Jeffrey G.	Weston, Massachusetts
Drayer, Robert O.	Bryn Mawr, Pennsylvania
Ewald, Gordon A.	Baltimore, Maryland
*Finger, Thomas N.	Evanston, Illinois
Froman, Michael A.	San Francisco, California
Gold, Jeffrey D.	Verona, New Jersey
Goldenberg, Stephen B.	Chestnut Hill, Massachusetts
Gordon, H. Charles	Detroit, Michigan
Graham, Marshall P., III	Corpus Christi, Texas
Gregg, Kenneth W.	Lansing, Illinois
Gullion, David S.	Pittsburgh, Pennsylvania
Hackworth, J. David	Shelbyville, Kentucky

\*First Semester



†Harris, Nicholas A.	Scottsdale, Arizona
Harter, Philip J.	Columbus
Hattendorf, John B.	Western Springs, Illinois
Hebb, Donald B., Jr.	Butler, Maryland
*Helfrich, Douglas M.	Hawthorne, Florida
Hessinger, David A.	Niagara Falls, New York
Hicks, Hubert G.	Cincinnati
Hilton, Clifford H.	Ogden, Utah
*House, Ralph D., Jr.	Cincinnati
Howe, Timothy L.	Riverside, Connecticut
Humphreys, Harry M.	Eggertsville, New York
†Huntington, Frederic W.	Troy, New York
Jackson, Andrew W.	Evanston, Illinois
Jentz, Barry C.	Cincinnati
Jones, Richard H.	Lima
Kass, Robert M.	Woodmere, New York
Kearney, David G.	Pittsburgh, Pennsylvania
Kellman, Joel D.	Detroit, Michigan
Kelly, D. Perry, II	North Tarrytown, New York
King, B. Peterson	Cleveland Heights
Kluge, P. Frederick	Berkeley Heights, New Jersey
Korfmann, Kenneth C.	Winsted, Connecticut
LaBaugh, Thomas D.	Warren
Lamb, William H.	Grove City, Pennsylvania
Lara, Edward T., Jr.	Roselle, Illinois
Lentz, Perry C.	Anniston, Alabama
Levitt, Richard F.	Pittsburgh, Pennsylvania
Livingston, Farrand M.	Worthington
Lucas, J. Drew	Miami, Florida
Lynch, Charles H., III	Baltimore, Maryland
McC Campbell, Edwin L.	Cleveland
McElroy, George S., Jr.	Columbus
McKerrow, Martin	Park Ridge, Illinois
McNamara, Alexander	Altoona, Pennsylvania
Meddick, John G.	Weston, Connecticut
Moffitt, Henry K., Jr.	East Aurora, New York
Moore, Joseph I.	Jenkintown, Pennsylvania
Munger, Frank W., Jr.	Grosse Pointe, Michigan
Murbach, W. Terry	Archbold
Nelson, John C.	St. Louis, Missouri
*Newcomb, David C.	Cincinnati
Pettibone, Alan S.	Chagrin Falls

\*First Semester

†Second Semester



Phillips, Michael C.	Madison, New Jersey
Piepho, E. Lee	Wilmette, Illinois
Pine, Frank W.	Baltimore, Maryland
Pool, Henry S.	Glenshaw, Pennsylvania
Reed, Michael E.	Kenilworth, Illinois
Reich, Alan J.	Nashville, Tennessee
Reid, Randall J.	Watchung, New Jersey
Roemer, Arthur S., Jr.	Baltimore, Maryland
Rowe, Timothy K.	Toms River, New Jersey
Royalty, Dale M., III	Lexington, Kentucky
Saltus, Lloyd, II	Morristown, New Jersey
Scarlet, Peter	New York, New York
Scheidenhelm, Richard J.	Shorewood, Wisconsin
Schmid, David A.	Westlake
*Schon, David E.	Park Ridge, Illinois
Schulz, Lawrence D.	Montclair, New Jersey
Scott, J. Christopher	Baltimore, Maryland
Seltzer, George L.	Springfield, New Jersey
Shapiro, Stephen E.	New York, New York
Shira, William A., III	Independence
Sims, James A.	Dayton
Sprague, Thomas C.	LaGrange, Illinois
Summerville, Eric A.	Caldwell, New Jersey
*Terry, Michael H.	Flint, Michigan
Twine, Bruce D.	Pound Ridge, New York
Ulrich, James C.	Brecksville
Verdery, Charles S.	Ruxton, Maryland
Wallis, Stephen A.	Philadelphia, Pennsylvania
Wasserman, Ronald E.	Pittsburgh, Pennsylvania
Waterston, John	Bethesda, Maryland
Way, Jeffrey W.	Waverly
Willett, John H.	New York, New York
Wood, Michael D.	Lancaster
Workman, Robert G.	Mount Vernon
Worsnopp, Andrew B.	New Canaan, Connecticut
Yamaguchi, Richard M.	Cincinnati
Zouck, John H.	Glyndon, Maryland

# SOPHOMORE CLASS

Annable, James E., Jr.	Mount Vernon
Arnold, Jeffrey M.	Adelphi, Maryland
Backus, Gilbert R.	Youngstown
Bales, Robert T.	Princeton, New Jersey

\*First Semester

Baltzell, James E., III .....	Middletown
Banks, David F. ....	Atlantic Beach, Florida
Bedell, Charles A. ....	Oberlin
Bob, Bruce A. ....	St. Albans, New York
Branagan, James J. ....	Johnstown, Pennsylvania
*Brown, Frederick O. ....	Reading, Massachusetts
Brown, Larry R. ....	Pittsburgh, Pennsylvania
Bundgaard, R. Michael .....	Montgomery, Alabama
Burch, David L. ....	Vermilion
Burke, Aaron R. ....	Dayton
Campbell, William E. ....	Highlands, New Jersey
Carnes, John B. ....	Amsterdam
Carroll, William C., Jr. ....	Sparks, Maryland
Ceaser, Martin A. ....	University Heights
Chentow, Geoffrey L. ....	Youngstown
Girincione, William G. ....	Cleveland
Clarke, Gerald M. ....	Gates Mills
Clemans, John N., Jr. ....	Jackson Heights, New York
Crafts, Stephen A. ....	Snyder, New York
Crawley, Paul F. ....	Syosset, New York
Cromelin, John M., Jr. ....	Baltimore, Maryland
Cuff, John V., III .....	Napoleon
Deas, Brian G. ....	Rumson, New Jersey
Dobson, Russell T., IV .....	Ann Arbor, Michigan
Doepke, Andrew R. ....	Cincinnati
Dovitz, Robert L. ....	Detroit, Michigan
Dunlap, Robert M., Jr. ....	East Liverpool
*Dyer, Robert S., Jr. ....	Toledo
Edahl, Edward J. ....	Mt. Pleasant, Michigan
Erst, Martin .....	Cleveland
Ferguson, G. Blair, Jr. ....	Dobbs Ferry, New York
Finkelstein, Irwin .....	Cleveland
Fisher, Jeffrey R. ....	Buffalo, New York
Foley, Craig J. ....	Concord, Massachusetts
Gable, John A. ....	Lenox, Massachusetts
Giarraputo, Joseph J. ....	Glen Head, New York
Glogower, Michael H. ....	Louisville, Kentucky
Goldsmith, Robin F. ....	Lancaster, Pennsylvania
Hamilton, William S. ....	Cincinnati
Harrison, Myron D. ....	Lancaster
Hawk, Kenneth L. ....	South Euclid
Healy, Hugh E. ....	Butler, Maryland
Heimerdinger, Edward G. ....	Girard



Heintz, John H.	Gambier
Hewitt, Peter E.	Newark
Hill, J. Gregory A.	Wenham, Massachusetts
Holt, John S.	Denver, Colorado
Houser, Mark H.	Everett, Washington
Hughes, T. James, Jr.	Lake Forest, Illinois
Hurwitz, Burton J.	Chicago, Illinois
Hylton, William A., Jr.	Baltimore, Maryland
Isaacs, Timothy F.	Cincinnati
Iwasa, Warren M.	Honolulu, Hawaii
Jessup, Peter G.	Staten Island, New York
Johnson, George E.	Mount Prospect, Illinois
Jordan, Raymond E., Jr.	Pittsburgh, Pennsylvania
Kaltenbach, Gary E.	Fremont
Kerr, John S.	Short Hills, New Jersey
Klug, Kenneth R.	Cleveland
Kooistra, Frank L.	Akron
Kooistra, John E.	Akron
Kronenberg, Arthur E., Jr.	Wauwatosa, Wisconsin
Kuehl, John A.	Park Ridge, Illinois
Langston, David L.	Hopewell, New Jersey
Leahy, Michael M.	Wexford, Pennsylvania
Legg, Robert A.	Briarcliff Manor, New York
Lerchen, William G., III	Birmingham, Michigan
Lindemann, William G., III	Kenmore, New York
Little, Gene E.	Canton
Lodish, Leonard M.	University Heights
Lone, M. Salim	Nairobi, Kenya
Long, D. David	Shelbyville, Kentucky
Love, William D.	Louisville, Kentucky
Lund, Peder C.	Rumson, New Jersey
Lynn, John A.	Indianapolis, Indiana
Maggs, Richard R.	Claremont, California
Mayer, Douglas F.	East Aurora, New York
McGavran, Frederick J.	Columbus
McGill, James, Jr.	Stony Brook, New York
McKinzie, Dwain, II	Indianapolis, Indiana
McKnew, Dennis C.	Newark
McSwiney, C. Ronald	Dayton
McVoy, Joseph H., Jr.	Pensacola, Florida
Meisel, Kenneth L.	Jackson, Michigan
Michaels, Brian E.	Cincinnati
Miller, James L.	North Baltimore
Miller, John A.	Columbus, Indiana
Miller, Richard A.	Cleveland Heights



Mitchell, Kemp L. ....	Morristown, New Jersey
Moffat, Everett H. ....	Sewickley, Pennsylvania
Moran, Thomas T. ....	Akron
Mullett, Peter W. ....	Williamsville, New York
Newcomer, N. Stevens .....	Gibsonburg
Norwood, Stuart E. ....	Peterborough, New Hampshire
Ordman, Edward T. ....	Wheaton, Maryland
Orr, Samuel J., IV .....	Greenville, Pennsylvania
Passoth, Richard E. ....	Upper Montclair, New Jersey
Peters, Richard I. ....	Pittsburgh, Pennsylvania
Pettigrew, Edward W. ....	Pleasant Ridge, Michigan
Phelps, Richard M. ....	Rockville Centre, New York
Powers, David E. ....	Springfield, New Jersey
Pratt, Robert G. ....	Burlington, Vermont
Ray, Richard L. ....	Pittsburgh, Pennsylvania
Reinicker, James D. ....	Bellevue
Reiss, William B. R. ....	Wilton, Connecticut
Rogge, C. Frederick, III .....	East Orange, New Jersey
Ruff, Gordon J. ....	Utica, New York
Salva, M. Dan, III .....	Fredericktown
Sant, Thomas R. ....	Middletown
Schiller, Michael B. ....	Snyder, New York
Schmucker, Douglas L. ....	McKeesport, Pennsylvania
Schneier, Michael P. ....	Miami Beach, Florida
Schofield, John E. ....	Plymouth Meeting, Pennsylvania
Schrim, J. Douglass, Jr. ....	Lexington, Kentucky
Schwartz, Victor B. ....	Lawrence, Massachusetts
Seidenman, Sylvan J. ....	Baltimore, Maryland
Smith, Russell G. ....	Cincinnati
Sperry, Howard E. ....	Kingston, Pennsylvania
Spitzer, M. James, Jr. ....	Larchmont, New York
Stamer, John K. ....	South Euclid
Stevens, Douglas H. ....	Fairport Harbor
Steyaart, James L. ....	Lyons, New York
Stutz, Robert M. ....	Dayton
Sweeney, William E. ....	Weirton, West Virginia
Taylor, Thomas L. ....	Wilton, Connecticut
Thomas, David C. ....	Dayton
Tiffany, William C. ....	Cornwall-on-Hudson, New York
Tucker, Ford, II .....	Sheridan, New York
Tucker, John C. ....	Akron
Tullman, Jeffrey S. ....	Hewlett, New York
Underwood, Michael P. ....	North Bend
Valchuk, Alexander A. ....	Breda, Netherlands
Visser, Nickolas W. ....	Cincinnati

Vockrodt, Robert M.	Lewiston, New York
Vogeler, Alan R., Jr.	Cincinnati
Wachs, Timothy	Milford
Waitzkin, Frederick C.	New York, New York
Walker, William C.	Dayton
Webster, William H., Jr.	Louisville, Kentucky
Weitzman, Stephen	Linden, New Jersey
Wessel, Henry B., III	Rio Piedras, Puerto Rico
Williams, James E.	Naperville, Illinois
Wissman, William W.	Belvedere, California
Wortman, Richard N.	Pittsburgh, Pennsylvania
Wuescher, M. Leslie, III	Kirkwood, Missouri
Young, James S., Jr.	Massillon
Zuydhock, Paul B.	Briarcliff Manor, New York

## FRESHMAN CLASS

Abramson, Michael H.	Plainfield, New Jersey
Adkins, John R.	Circleville
Babcock, Alan W.	Rochester, New York
Barker, Christopher H.	Sewickley, Pennsylvania
Barrett, Charles L.	Hempstead, New York
Baumbach, James S.	Brooklyn, New York
Bergh, Barry M.	Madison, New Jersey
Berney, Louis H.	Baltimore, Maryland
Bidlingmeyer, Brian A.	Cincinnati
Blidner, Bruce B.	Floral Park, New York
Blocher, Bruce K.	Canton
Boal, David W.	Bridgeville, Pennsylvania
Bowers, Thomas K.	Akron
Bowman, L. Lee, Jr.	New Canaan, Connecticut
Boyd, James L., Jr.	Glen Cove, New York
Boynton, Geoffrey R.	Tuxedo, New York
Brogan, F. William, Jr.	Weirton, West Virginia
Brown, Geoffrey P.	Terre Haute, Indiana
Buckley, John J., Jr.	Evanston, Illinois
Bulmash, Michael D.	Baltimore, Maryland
Burr, Michael R.	Rockaway, New Jersey
Busch, Eric S.	Hinsdale, Illinois
Campbell, David M.	Prairie Village, Kansas
Campbell, Stuart W.	Cincinnati
Cantine, Richard A.	Juneau, Alaska
Carlson, Peter S.	Dover
*Carr, Donald L.	Charlotte, Michigan

\*First Semester



Carr, Thomas E. ....	Evanston, Illinois
Carter, A. Davison .....	Millbrook, New York
Case, John O. ....	Bantam, Connecticut
Catlin, Roger W. ....	Wheat Ridge, Colorado
Chason, Steven L. ....	Royal Oak, Michigan
Coblin, W. South, Jr. ....	Lexington, Kentucky
Cocks, John C., Jr. ....	Bronx, New York
Cole, James P. ....	Doylestown, Pennsylvania
Conafay, Stephen R. ....	Chevy Chase, Maryland
Conway, Richard D. ....	Gorham, New Hampshire
Cook, Robert L., Jr. ....	Kent
Cooke, Stuart A. ....	Lexington, Kentucky
Coppins, Cray J., Jr. ....	Chagrin Falls
Cortelli, John M. ....	Gates Mills
Cowlin, James S. ....	Gambier
Crabtree, Charles G. ....	Bryn Mawr, Pennsylvania
Craig, George H., Jr. ....	Sewickley, Pennsylvania
Crump, David L. ....	Houston, Texas
Davis, Robert E. ....	Grosse Pointe, Michigan
*DelVesco, Michael J. ....	Fort Lauderdale, Florida
Denoon, Ashby E. A. ....	Wycombe, Pennsylvania
DeWitt, Robert M., Jr. ....	Akron
Dibble, Frank B., Jr. ....	Mountain Lakes, New Jersey
Dickson, Robert J. ....	Greenwich, Connecticut
Diehl, William T. ....	Manheim, Pennsylvania
Dolwick, William L. ....	Cleveland
Dyslin, Michael R. ....	Deerfield, Illinois
Egan, John J., III ....	Barrington, Illinois
Egger, G. Tate ....	Grand Rapids, Michigan
Elster, Kurt R. ....	Park Ridge, Illinois
Evans, Charles S. ....	Westport, Connecticut
Farney, Brian G. ....	Glen Ellyn, Illinois
Farrar, Frederic D. ....	Garden City, New York
Fein, Richard R. ....	Hastings-on-the-Hudson, New York
Fernbach, Harvey ....	Flushing, New York
Fertsch, W. Hernan ....	Honduras, Central America
Ficks, Robert L., III ....	Weston, Connecticut
Foote, David W. ....	Weymouth, Massachusetts
Foster, James H., III ....	Shaker Heights
Friedlaender, Gary E. ....	Huntington Woods, Michigan
Friedlander, Mitchell H. ....	Huntington Woods, Michigan
Gaillard, Thaddeus B., Jr. ....	Highland Park, Michigan
Gallaher, Charles M. ....	Needham Heights, Massachusetts
Gaspar, Lowell S. ....	Fairview Park

\*First Semester



Gaunt, David J.	Hackensack, New Jersey
Gibson, William B., II	Akron
Gledhill, R. Scott, Jr.	Fairview Park
Gorden, Robert J.	Brooklyn, New York
Hall, Sherwood E., III	Athens
Harrison, Michael E.	Lancaster
Hartsel, Norman C.	North Olmsted
Hasse, John G.	Madison
Hazlett, James C., Jr.	Wheeling, West Virginia
Heinlen, William F.	Berea
Hoden, Leon C., Jr.	New Hartford, Connecticut
Hoffman, Nikolas K.	Santa Barbara, California
Holmes, George H., Jr.	Chardon
Honbo, Ken S.	Honolulu, Hawaii
Hornstein, Alan D.	Far Rockaway, New York
Howard, Chalmers C.	Butler, Pennsylvania
Hudson, Perry E., III	Oyster Bay, New York
Huff, George A.	Ridgefield, Connecticut
Huggins, Frederick G.	Hamilton
Irwin, George H., III	Lakewood
Jarrett, James W.	Cleveland
Jenkins, John C.	Indianapolis, Indiana
Jensen, C. Weber, Jr.	Newport, Rhode Island
Judson, William W.	Bryn Mawr, Pennsylvania
Kaitsa, George, Jr.	Sandusky
Kaplan, James M.	Hewlett Harbor, New York
*Keyser, Roger D.	Bloomfield, New Jersey
Kibbee, Robert J., Jr.	Pittsburgh, Pennsylvania
Kirk, James R.	Rocky River
Kleiner, Eugene S.	Cincinnati
Koblentz, Daniel E.	Flushing, New York
Kochman, Richard S.	Indianapolis, Indiana
Kooiker, Jon C.	Indianapolis, Indiana
Kovac, Michael D.	Federal Way, Washington
Kropa, James C.	Columbus
Land, David P.	Cincinnati
*Lash, James R.	Akron
Lebensohn, Jeremy N.	Washington, D. C.
Lee, Arthur R., III	San Francisco, California
Leonard, Robert K.	Lima
Leventon, Lawrence F.	Pittsburgh, Pennsylvania
Linger, James A.	Chicago, Illinois
Logan, Patrick J.	Willoughby
Long, Rogers L.	Mountain Lakes, New Jersey

Low, Robert A., Jr.	Cranford, New Jersey
Lowe, John R.	Rocky River
Luchs, Robert A.	Flushing, New York
Madorsky, Martin L.	Daytona Beach, Florida
Mankowitz, Carl S.	South Orange, New Jersey
Mann, Charles W.	Laguna Beach, California
*Martin, Christopher	Pittsburgh, Pennsylvania
Martone, Louis H.	Pittsburgh, Pennsylvania
Mason, Thomas A.	Jackson, Michigan
Mauro, James G., Jr.	Pittsburgh, Pennsylvania
McBurney, James C.	Meadowbrook, Pennsylvania
McKnight, William B., Jr.	Mountain Lakes, New Jersey
Meacham, Donald F.	Royal Oak, Michigan
Moffitt, John T.	Aurora, New York
†Mondron, Peter J.	Mount Vernon
*Morawetz, Richard B.	Marietta, Georgia
Morrison, John W., Jr.	Arlington, Virginia
Moyer, Robert P.	Wilmington
Nolan, Richard T.	Chappaqua, New York
Olmstead, Edward M., Jr.	New Castle, Pennsylvania
Pabst, Jerry L.	Cincinnati
Pahk, Michael J.	Honolulu, Hawaii
Peace, Charles F., IV	Baltimore, Maryland
Pendexter, James F.	La Grange, Illinois
Perry, David B.	Tuckahoe, New York
Pierce, Denis B.	Hinsdale, Illinois
Pilch, Henry W., Jr.	Chevy Chase, Maryland
Poetker, Richard A.	Napoleon
Porterfield, Steve P.	Gambier
Price, Howard E., Jr.	Painesville
Proctor, Earl W., Jr.	Tallahassee, Florida
Randles, Richard F.	Binghamton, New York
Reese, Richard W., Jr.	Bronxville, New York
Reid, D. Patrick	Louisville, Kentucky
Reynolds, Gerald E.	Wyckoff, New Jersey
Rice, William P.	Irvington-on-Hudson, New York
Ridgeway, Anthony W.	Naples, Florida
Rohrer, John C.	East Liverpool
Roop, Albert B., III	Olean, New York
Ross, John D.	Rome, Georgia
Rothrock, M. Britain, Jr.	Marshfield, Massachusetts
Rutter, John A., Jr.	Lawrence, Long Island, New York
Sargent, David A.	Perrysburg

\*First Semester

†Second Semester



Schmidt, Richard H.	Shelbyville, Kentucky
Schwartz, Robert M., III	Marietta
Schweppe, John F.	Bloomfield Hills, Michigan
Sheridan, Peter S.	Lakewood
Shullenberger, John D.	Indianapolis, Indiana
Sivitz, Michael C.	Lewistown, Pennsylvania
Smith, Edward B.	Toledo
Smith, Richard I., Jr.	North Canton
*Snevel, John H.	Novelty
Soderstrom, Robert S.	Park Ridge, Illinois
Southgate, James C.	Victor, New York
Spalding, Roy F.	Chelmsford, Massachusetts
Sparrow, Victor H., III	Philadelphia, Pennsylvania
Spring, Stephen R.	Canton
Stanley, Dwight D.	Grosse Pointe, Michigan
Starke, Robert H.	Brookhaven, Long Island, New York
Steniowski, Mark V.	New York, New York
Sterne, Theodore D.	Bethesda, Maryland
Telling, Edward R., III	Rockford, Illinois
Tharaud, Barry C.	Maplewood, New Jersey
Thompson, Dale	Melrose, Massachusetts
Todd, Gordon L., III	Princeton, West Virginia
Tokumaru, Clifford J.	Honolulu, Hawaii
Tompkins, R. Stephen	Ridgewood, New Jersey
Toney, Thomas E., III	Creve Coeur, Missouri
Tritsch, John P.	Minneapolis, Minnesota
Turnbull, Edward R.	Lancaster
*Ullo, Charles A.	Wantagh, New York
Ulrich, William R.	Rocky River
Van Haren, Richard D.	Berkeley, California
Volkwitz, Alfred E.	Kansas City, Missouri
Walker, C. Terrence	Detroit, Michigan
*Walker, Owen K.	Evanston, Illinois
Wang, Koichi	Ikuta-Ku, Kobe, Japan
Watkins, William D.	Birmingham, Michigan
Watt, James D., Jr.	Lancaster, Pennsylvania
Wees, James D.	Shawnee Mission, Kansas
*Welsh, Harold K.	Mount Vernon
Welty, John H.	Columbus Grove
Wentworth, Jeffrey R.	Dayton
White, Peter A.	Shaker Heights
Wilson, Christopher F.	Alfred, Maine
Wilson, Kenneth J.	Louisville, Kentucky
Woodrum, Walter L.	Cuyahoga Falls



Young, Gilbert A. ....	Pittsburgh, Pennsylvania
Zakov, Zvetan N. ....	Cleveland Heights
Zerbi, Victor M., Jr. ....	Ypsilanti, Michigan
Zinn, Stephen B. ....	Clarksburg, West Virginia

SPECIAL STUDENTS

†Snyder, Harold G. .... Killbuck

*First Semester, 1962-63*

Seniors .....	128
Juniors .....	119
Sophomores .....	150
Freshmen .....	205
<b>TOTAL</b> .....	<b>602</b>

*Second Semester, 1962-63*

Seniors .....	124
Juniors .....	113
Sophomores .....	149
Freshmen .....	196
Special .....	1
<b>TOTAL</b> .....	<b>583</b>

†Second Semester

# KENYON COLLEGE

## THE ONE HUNDRED THIRTY-FIFTH COMMENCEMENT

June 2, 1963

DEGREES IN COURSE

BACHELOR OF ARTS

Donald Clinton Abbott, <i>cum laude</i>	Stuart Edgerton Learned
Joseph Wilford Adkins III	Amon George Liner, Jr., <i>magna cum laude</i>
Lester Dixie Alford	Sterling Carter Louthan
Stephen Thayer Allen	Donald Joseph Mabry, <i>cum laude</i>
Charles James Berkey	Robert Waite Macdonald, Jr.
Philip Richard Berrian	Robert Malcolm MacFarland, Jr.
Theodore Phillips Bissell, Jr., <i>cum laude</i>	Barry Joel Mankowitz
James Nelson Brown III	David Gillmore Mapes
Michael Dudley Bull	David Edwards McKee
Benjamin Ernest Burnett	James Philip Mieure, <i>cum laude</i>
Nevin Stuart Camp	James Warriner Monell
William Thompson Cave, Jr., <i>cum laude</i>	David Gillette Newhall
Robert Michael Chapell	Thomas Novinson
Robert Chenen	Terry Lawrence Owen
Thomas Francis Collins	Robert Joseph Park, Jr.
John David Colwell	Adrian Marcel Paulet
John Robert Coughlan, Jr.	Arthur Pellman
James Curtis Cree	David Bunsen Pharis
Lindley Clarence Deardorff	Timothy Ellis Pierce
Gerard Anthony DeOreo, Jr.	Philip McMillan Pittman
Richard Jack Disantis	Ronald Alan Press
Rodger Daniel Drabick, <i>cum laude</i>	Thomas Howard Price
John Theron Drake	John Breckinridge Ramsay III
Fred Thomas Dvorak	Whitman Hawley Ridgway
David Lloyd Evans	Patrick Kennedy Robbins
Carl Richard Fassler	Nicholas John Sabin, Jr.
Thomas Charles Fleming	Kenneth Paul Schaebethal
Richard Coulson Foster	George Fredric Schladen, Jr.
Stanley Robert Friedman, <i>cum laude</i>	Stanley Edward Schultze, Jr.
Calvin Stevens Frost, Jr.	Victor Allan Schur
William Ambos Gill	Paul MacLeod Schwenzfeier
David August Golnik	David Richard Shevitz, <i>cum laude</i>
Michael Lucien Grella, Jr.	David Ralph Shollenbarger, <i>cum laude</i>
David George Gueulette	John Richard Sommer
Graham deCondé Gund	Richard Frederick Spinner
David Groves Hamill	David Hall Stiles
Stephen Landis Hershey	Richard Frederick Storey
Stephen Bradley Hesse	Eric Decatur Stromberg
Jon Raymond Christopher Hobrock	Samuel Maxwell Sugden
Robert MacKown Hunter	Leo Bernard Sultzman
Robert Iredell IV	John Howard Teare
Seth Kellogg, Jr., <i>cum laude</i>	David Peter Van Looy
William George Ketterer	René MacArthur Wachs
James Peter Keyes	Donald William Wadland, <i>cum laude</i>
Michael Cornelius Kolczun, Jr.	Theodore Laurance Walch, <i>cum laude</i>
Frederick William Kuehl	Robert Benjamin Ward, Jr.
Louis Bernard Kuppenheimer III	George Theodore Waugh, Jr.
Stephen Edward Langer	Stephen Charles Weingrad
John Long Laughlin	Nathan Dane Woodberry

BACHELOR OF ARTS WITH HONORS

- John McGee Ackermann, *cum laude*, High Honors in Biology  
 Bennett Chotiner, *summa cum laude*, Honors in Biology  
 Thomas Hasbrook Curtis, *cum laude*, Honors in Mathematics  
 Steven S Fischman, *cum laude*, Honors in History  
 John Charles Gerlach, *summa cum laude*, Honors in English  
 Steven Lewis Goldberg, High Honors in Biology  
 Robert Walter Goldman, *cum laude*, High Honors in Economics  
 Raymond Paul Gouin, Honors in Political Science  
 Lewis Mifflin Hayes, Jr., *cum laude*, Honors in Political Science  
 Göran Torsten Hemberg, *cum laude*, High Honors in Political Science  
 William John Henninger, *cum laude*, Honors in Philosophy  
 Stephen Carl Herbst, *magna cum laude*, Highest Honors in Philosophy  
 Charles William Hollenbeck, Jr., *cum laude*, Honors in English  
 Frederick Lord Houghton, *summa cum laude*, Highest Honors in History  
 Eugene Kraus, Jr., High Honors in Political Science  
 David Robert May, *magna cum laude*, High Honors in Psychology  
 Neal Michael Mayer, Honors in History  
 Patrick Allan McGraw, *cum laude*, Highest Honors in Political Science  
 Charles Perrin Radley, Honors in History  
 John Landers Ross, *cum laude*, Honors in Philosophy  
 Harvey Joel Sachs, *magna cum laude*, Honors in Biology  
 James Leroy Scherer, *cum laude*, Honors in Biology  
 Robert Haywood Scott, Jr., *magna cum laude*, High Honors in Economics  
 Frederick Lewis Snider, *cum laude*, Honors in History  
 Thomas Mark Taylor, *cum laude*, Honors in Economics  
 Richard Salway Tuttle, Jr., *cum laude*, Honors in Psychology  
 William Richard Van Nest, *cum laude*, Honors in Philosophy  
 Charles Garfield Singer Williams, *magna cum laude*, Highest Honors in French  
 William Kent Woods, High Honors in History

SECOND LIEUTENANT UNITED STATES AIR FORCE RESERVE

(Commissioned June 2, 1963)

John Robert Coughlan, Jr.  
 Fred Thomas Dvorak  
 Robert Haywood Scott, Jr.

Samuel Maxwell Sugden  
 Leo Bernard Sultzman  
 Nathan Dane Woodberry

SECOND LIEUTENANT RESERVE OF THE  
 UNITED STATES MARINE CORPS

(Commissioned June 2, 1963)

Robert MacKown Hunter



KENYON COLLEGE

BEXLEY HALL

BACHELOR OF DIVINITY

Harold Carleton Baum  
Roy Allen Benjamin  
Robert Charles Brook  
Sydney Eugene Cowlin  
Charles Henry Gill, Jr.  
Arthur Clayton Hadley

Charles Francis Menough  
Donald Wilder Menzi  
Robert James Mitchell  
Paul Henry Moser  
William Jessie Redmon  
Thomas Charles Shepherd

Robert Lee Sorensen

HONORARY DEGREES

DOCTOR OF CANON LAW

William Clinton Seitz

DOCTOR IN DIVINITY

Robert Malcolm Ward  
David Elton Trueblood

DOCTOR OF SCIENCE

Harvey Brooks

DOCTOR OF HUMANE LETTERS

Robert Roswell Palmer  
Robert Lawson Shaw  
James Marshall Osborn

## THE KENYON ALUMNI ASSOCIATION

The general association of the alumni, known as the *Kenyon Alumni Association*, dates in its present form from June 15, 1931, when the existing association was reorganized and a new constitution adopted. Under that constitution, which with few amendments is in effect today, every graduate of the collegiate department and of the theological department of the College; every matriculant of the College and of Bexley Hall, after the graduation of his class; and every holder of an honorary degree from the College, whether the degree be voted by the collegiate faculty or the divinity faculty, is automatically a member of the Alumni Association.

The *Alumni Council* is the executive body of the Association, its members being elected — six by the Association from its membership, six by the Council, and one representing each local association with an additional representative for each fifty alumni in excess of fifty. The total membership of the Council is about sixty. The Council holds its annual meeting at Gambier in June of each year and a regular meeting at the College in the autumn.

For the continuous transaction of alumni business, there is an *Executive Committee* of the Council, consisting of the president of the Council ex officio and nine members elected by the Council for terms of three years.

Perhaps the most important function of the Association and of the Executive Committee of the Council is the nomination by the Executive Committee, and the election by the Association, of two alumni each year to serve for three years each as *Alumni Trustees* of the College under the Constitution of the College, thus giving the alumni six representatives on the Board of Trustees. One of these, elected every third year by the members of the *Bexley Alumni Society* (alumni of the seminary), is to be the holder of a degree from Bexley Hall.

In each of the population centers of the country, where there are enough alumni to warrant it, there is a *local alumni association*, taking the name of the city or area in which it is located. These local associations, which are active and are helpful to the College in many ways, carry on their activities with the help and guidance of the Alumni Secretary, and elect local officers yearly.

The *Alumni Secretary* is in residence in Gambier. He has been elected by the alumni as Secretary of the Association, the Alumni Council, and the Executive Committee of the Council. The relations of the alumni to the whole institution, the College and Bexley Hall, are his concern. The Alumni Secretary's budget is a charge against the regular operating account of Kenyon College. His duties include keeping the records; organizing and helping maintain local alumni associations; handling all alumni matters at the College and supervising those in the field. Of special and increasing interest are programs, sponsored by the Alumni Office, directed toward the understanding by alumni of the current teaching at Kenyon. One facet of this program is an annual address by a faculty member to the Alumni Council, under the title "Teaching at Kenyon." This series has been held in Gambier for the past thirteen years.

# THE KENYON ALUMNI ASSOCIATION AND THE ALUMNI COUNCIL

## OFFICERS FOR 1963-64

### *President*

CHESTER W. SMITH '33, Detroit

### *Vice Presidents*

JACK O. DOERGE '46, Cleveland  
WILLIAM R. CHADEAYNE '50, Columbus

### *Secretary-Treasurer*

BRENT A. TOZZER, JR., '39, Gambier

## EXECUTIVE COMMITTEE OF THE ALUMNI COUNCIL

### *Chairman*

CHESTER W. SMITH '33, President, ex officio

### *Secretary*

BRENT A. TOZZER, JR. '39

1961-1964	1962-1965	1963-1966
Howard A. Bradley '48	Randolph D. Bucey '50	Lawrence G. Bell '40
Arthur B. Lewis '30	Peter O. Knapp '52	Edgar G. Davis '53
Donald J. Young '40	Herbert J. Ullmann '52	Robert H. Legg '39

## MEMBERS OF THE ALUMNI COUNCIL

### (a) *At Large (Elected by the Association)*

1961-1964	1962-1965	1963-1966
Howard A. Bradley '48	Lawrence G. Bell '40	Richard L. Thomas '53
Eppa Rixey III '49	John R. Jewitt, Jr. '44	James D. Squires '50

### (b) *Elected by the Council*

1961-1964	1962-1965	1963-1966
Paul E. Ayers '39	Randolph D. Bucey '50	Jack O. Doerge '46
Fred Barry, Jr. '42	David W. Jasper '38	Robert H. Legg '39



(c) *Elected Yearly by Local Alumni Association**Akron-Canton (Ohio)*

William S. Beese '59  
Walter H. Blocher '25  
John E. Zeller '50

*Central Indiana (Indianapolis)*

Edgar G. Davis '53

*Central New York (Syracuse)*

Rev. Charles R. Stires '32-B'35

*Central Ohio (Columbus)*

William R. Chadeayne '50  
Frank M. Mallett '34  
Joseph A. Morton '12

*Chicago*

Charles Greaves '57  
Robert W. Rowe '56  
R. Wells Simmons '30  
Herbert Ullmann '52  
Donald A. Wahlstrom '50

*Cincinnati*

Thomas H. Ottenjohn '53  
Dr. Samuel P. Todd, Jr. '47

*Connecticut*

Richard A. Bumstead '57  
Joseph P. Pavlovich '53

*Detroit*

Donald Gillis '51  
David Harbison '48  
Chester W. Smith '33  
Robert Stevenson '59

*The Firelands (Sandusky, Ohio)*

Charles P. Amato '41

*Hawaii*

Stephen M. Chaplin '62

*Kansas City*

Walter W. Bennett '21

*Knox County (Ohio)*

Dr. Thomas L. Bogardus '46  
Ernest J. Brunner '47  
Edward S. Shorkey '47

*Lancaster (Ohio)*

Rev. Sydney Waddington '29

*Louisville (Kentucky)*

Tildon H. McMasters '53

*Mansfield (Ohio)*

W. Herbert Rusk '25

*Maumee Valley (Toledo, Ohio)*

Rev. Arthur W. Hargate '36-B'38

*Miami Valley (Dayton, Ohio)*

Dr. Arthur B. Lewis '30

John K. Widmer '38

*New England (Boston)*

Reginald D. Wells '25

*New York*

Kenneth Bennett '30  
James H. Boyd '24  
Dominick M. Cabriele '53  
Salvatore Capozzi '56  
Will S. Reed '60  
James D. Squires '50  
Hugh D. Stier, Jr. '32  
Carl H. Wilhelms '30

*Northern Ohio (Cleveland)*

Randolph D. Bucey '50  
William M. Donley '39  
Paul T. Evans '60  
Joel F. Holmes '59  
David A. Kuhn '51  
Thomas J. Kysela '58  
Bill B. Ranney '52  
John C. Young '50

*Ohio Valley (Wheeling, W. Va.)*

Louis S. Whitaker '50

*Philadelphia*

Robert S. Price '58  
James M. Propper '51

*Pittsburgh*

Caryl Warner, Jr. '55  
Donald J. Young '40

*Southern California (Los Angeles)*

Frederick A. W. Stiefeler '38

*Washington-Baltimore*

Lloyd J. Derrickson '47  
Robert E. Goodnow '48  
John J. Sted '37

*Western New York (Buffalo)*

C. Murray Cott '29

## LOCAL ALUMNI ASSOCIATIONS

### THE ASSOCIATION OF AKRON-CANTON (Ohio)

#### *President*

FRANCIS "SKIP" MELL '58, 2730 Juno Pl., Akron 13

#### *Vice President*

JOHN E. ZELLER '50, 308 East Iron, Dover

#### *Secretary-Treasurer*

DALE M. HOLWICK, JR. '50, 415-19th St., N.W., Canton 9

#### *Admissions Chairman*

JOHN F. BEESE '58, Merestead Farms, Uniontown

### THE ASSOCIATION OF CENTRAL INDIANA

#### *President*

EDGAR G. DAVIS '53, 10391 Orchard Park Drive West, Indianapolis 21

#### *Vice President*

ALBERT H. EASTMAN '54, 6120 North Sherman Drive, Indianapolis 20

#### *Secretary-Treasurer*

JAMES H. ROBINSON, JR. '56, 6353 North Central, Indianapolis 20

#### *Admissions Chairman*

THOMAS P. JENKINS '28, 434 Blue Ridge Rd., Indianapolis 8

### THE ASSOCIATION OF CENTRAL NEW YORK

#### *President*

D. EUGENE STAMM '28, 616 Cherry Road, Syracuse 4

#### *Vice President*

WILLIAM B. GRAHAM '42, 601 Syracuse-Kemper Bldg., Syracuse 2

#### *Secretary-Treasurer*

H. ALAN PUGSLEY '56, 102 Saslon Park Drive, Liverpool

### THE ASSOCIATION OF CENTRAL OHIO

#### *President*

GRANT W. COOKE '52, 80 West Cooke Road, Columbus 14

#### *Vice President*

F. MURRAY RUSSELL '47, 187 Cornell Court, Westerville

#### *Secretary-Treasurer*

WILLIAM C. BAIRD '29, 1874 Collingswood Avenue, Columbus 21

THE ASSOCIATION OF CHICAGO

*President*

RICHARD L. THOMAS '53, 630 Park Blvd., Glen Ellyn

*Vice President*

CHARLES L. BARR, JR. '48, 742 Madison Street, Winfield

*Secretary*

ROBERT W. ROWE '56, 830 Hinman Avenue, Evanston

*Treasurer*

CHARLES W. GREAVES '57, 260 Arlington Avenue, Elmhurst

*Admissions Chairman*

HERBERT J. ULLMANN '52, 441 Homestead Rd., LaGrange Park

THE ASSOCIATION OF CINCINNATI

*President*

THOMAS E. DAVIDSON '51, 2568 Perkins Lane, Cincinnati 8

*Vice President*

THOMAS H. OTTENJOHN '53, 1366 Custer Avenue, Cincinnati 8

*Secretary-Treasurer and Admissions Chairman*

RICHARD G. EVANS, JR. '55, 800 East Ross Ave., Cincinnati 17

THE ASSOCIATION OF CONNECTICUT

*President*

H. NOYES SPELMAN '45, 114 Gay Bowers Road, Fairfield

*Vice President*

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## PUBLICATIONS

*The Kenyon College Bulletin* is issued quarterly. Numbers include catalogues of the collegiate and theological departments, alumni address lists, the reports of the President and Treasurer, and a booklet of pictures. Copies may be had from the Office of the Registrar.

*The Kenyon Review*, a quarterly of arts and letters, was founded in 1938 and now is very well known, with a national and international circulation. Subscriptions may be addressed to Box 127, Gambier, Ohio, and are \$5 the year.

*Kenyon College*. A pictorial booklet, published as number 227 of the *Bulletin*.

*Kenyon Alumni Bulletin*, published quarterly, in January, April, July, and October, by Kenyon College, from the Office of the Alumni Secretary, and mailed without charge to all graduates and former students.

*The Kenyon Collegian*, published bi-weekly during the collegiate year by the students of Kenyon College, gives current news of happenings on the Hill.

*The Reveille* is the annual publication of the student body.

*Hika*, a quarterly journal of arts and letters, is written, edited, and published by the undergraduates.

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## FORMS OF BEQUEST

### KENYON COLLEGE

I give and bequeath to Kenyon College, a corporation, located in Gambier, Ohio, the sum of \$..... to be used by the Trustees of said College for such purpose or purposes as they may deem appropriate.

I give and bequeath to Kenyon College, a corporation, located in Gambier, Ohio, the sum of \$..... to be invested by the Trustees of said College, the income therefrom to be used for the following purposes:

### BEXLEY HALL

I give and bequeath to Kenyon College, a corporation, located in Gambier, Ohio, for the benefit and use of Bexley Hall, its Divinity School, the sum of \$..... (or, the following):

KENYON COLLEGE  
GAMBIER, OHIO

Date .....

1. Name in full \_\_\_\_\_  
Last Name First Name Middle Name
2. Home address \_\_\_\_\_  
Street and Number Telephone \_\_\_\_\_  
City Zone State
3. Place of birth \_\_\_\_\_ Date of birth \_\_\_\_\_
4. Father's name in full \_\_\_\_\_ Living? \_\_\_\_\_
5. Father's occupation \_\_\_\_\_  
Business address \_\_\_\_\_
6. Applicant's high or preparatory school \_\_\_\_\_
7. Approximate rank in class:  
1st fifth \_\_\_\_\_ 2nd fifth \_\_\_\_\_ 3rd fifth \_\_\_\_\_
8. Upon graduation how many units will you have earned in the following fields?  
English \_\_\_\_\_ History \_\_\_\_\_  
Foreign Language \_\_\_\_\_ Science \_\_\_\_\_  
Mathematics \_\_\_\_\_ Others \_\_\_\_\_
9. What field(s) of college work at present interest you? (You may name one or more; no commitment is intended.) \_\_\_\_\_
10. In what school-sponsored activities have you participated? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- What special recognition have you received? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
11. Date of graduation \_\_\_\_\_ Year of college entrance \_\_\_\_\_